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***The Impact of Cultural Background Knowledge on
Students' Listening Comprehension
Case Study: Second Year EFL students at
University of Khenchela***

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Abstract

This thesis aims at investigating the impact of cultural background knowledge on students' comprehension of spoken English. This current study specifically aims at finding out whether the students' cultural background knowledge would enhance their listening comprehension proficiency. The study also attempts to explore students' attitudes towards implementing cultural knowledge within their oral comprehension and expression sessions to develop their listening comprehension skills. For this aim, a mixed research design was carried out, descriptive and quasi-experimental pre-posttest design. An experiment performed with a sample of two groups EFL second-year students during the academic year 2020/2021. In the treatment group (21 students) the students were exposed to cultural knowledge of the target culture embedded into their oral comprehension and expression lessons. The control group did not receive any explicit cultural knowledge. Listening comprehension pre-test is used to measure students' listening proficiency before the *experiment*, after the treatment sessions a posttest is applied for both groups. Findings show that there is a significant positive effect of cultural background knowledge on students' ability to comprehend English oral texts. In attempt to clarify the situation more, we administered a questionnaire to EFL teachers aiming to explore their attitudes and perceptions towards the importance of cultural background knowledge in their classes. The results reveal that teaching culture in English as foreign language is relevant and crucial; however it is still ignored and disregarded in the curricula. As well, we administered a questionnaire to the EFL students aiming at investigating their attitudes towards the importance of having cultural background knowledge in their learning process. The findings impart that the students have positive attitudes towards integrating culture in their learning process. They are also aware of the importance of cultural knowledge. Moreover, the analysis of the attitude scale shows that students have positive attitudes towards incorporating cultural knowledge to improve their listening comprehension skills. Therefore, this study recommends the necessity of integrating cultural knowledge within oral comprehension and expression classes to minimize students' difficulties and promote their listening comprehension abilities. EFL teachers should reinforce students with cultural schema (target culture) to avoid misinterpretation, and reduce miscommunication as they are exposed or engaged in intercultural situations

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Dedication

To my dear parents for their unconditional love and support

To Mehdi, my husband

To Aridj, my precious daughter

To my sister and brothers, Merieme, Zaki, Yahia, Youcef, and Taha

To all my beloved Ones

This is for you

List of Abbreviations

BUP: Bottom up process

CC: Communicative Competence

CG: Control Group

DV: Dependent Variable

EFL: English as a Foreign Language

FL: Foreign Language

ICC: Intercultural Communicative Competence

IV: Independent Variable

LC: Listening Comprehension

SL: Second Language

TC: Target Culture

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General Introduction

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General Introduction

Anthropologists and applied linguists have recommended that teaching culture should be given a fundamental priority in the foreign language teaching context. Thus, foreign language teachers should claim the inevitability of implementing cultural knowledge in their teaching syllabus and objectives. Cultural knowledge is not only an important factor in language skills learning, but it is an integral part. However, in most Algerian universities EFL teachers spent more time and emphasis on teaching grammar, syntax, and lexis to develop their students' linguistic knowledge with little or no attention to develop their cultural knowledge. Consequently, EFL students may have some deficiencies in developing their language skills proficiency.

1. Research Background

The relationship between language and culture has adjusted the way foreign language is taught and learned. Acquiring cultural knowledge has become a necessity in foreign language teaching/learning contexts. Thereby, the final goal of teaching a foreign language is to increase students' communicative capacities so that they can comprehend and produce the target language appropriately and effectively. Genc and Bada (2005) carried out a study aimed at investigating the role of culture in the foreign language teaching and learning process, the findings revealed that teaching culture helped the learners to develop cultural awareness and enhance their cultural knowledge towards the target culture. Moreover, Tsou (2005) investigated the impact of culture teaching on foreign language learning; the findings revealed that the experimental group (culture-based instruction) outperformed the control group (free-culture instruction) in their foreign language learning proficiency.

Therefore, cultural knowledge helps the students to understand the target culture's products, practices, and perspectives. It also enriches their ability to enhance their language skills proficiency. Accordingly, listening comprehension is described as a "bottom-up" and "top-down" processing skill that interprets the connection between context and language knowledge (Brown, 2001). That is, the listener employs his prior world knowledge to comprehend the spoken speech. Listeners in English as a second language must first absorb what they hear on a linguistic level, and then apply what they understand to their cultural knowledge to draw conclusions that allow them to interpret the oral passage successfully. Hayati (2009) explained the significance of cultural knowledge in enhancing students'

listening comprehension. Additionally, Al-Khresheh (2020) explored EFL students' listening difficulties concerning their cultural background knowledge, the findings revealed the significant role of cultural schema in the comprehension process. Accordingly, the lack of cultural background knowledge can cause difficulties, mainly while processing culture-loaded excerpts with an unfamiliar topic, and vocabulary. Depending only on their linguistic proficiency may hinder their comprehension as they will not comprehend the intended meaning of the spoken passage. Cultural teaching is disregarded in EFL classes as a result students will not be able to overcome the difficulties that arise from this ignorance (luck, 2012; Cruza2016; Ghavamnia, 2020; Ouchene & Baghzou, 2021). Therefore, EFL listeners might encounter sincere difficulties in constructing meaning from what they listen to.

2. Statement of the problem

Language is inextricably linked to culture and culture is dependent on language, foreign language instruction is also a form of cultural education. Therefore, this link increased the discussion over its role in helping students improve their language skills. Comprehending oral texts has been recognized as a complex process in foreign language settings. Moreover, listening comprehension is an interactive process of language interpretation, in doing so the listeners associate what they listen with their background knowledge (Rost, 2002). This claim was widely supported theoretically through schema theory; which stressed how background knowledge plays an essential role in enhancing the language comprehension process. Previous researches assist that prior knowledge has been conveyed a vital role in developing students' listening comprehension (Gonen, 2009; Holden, 2004; Bilokcuoglu, 2014). However, cultural background knowledge represents one aspect of prior knowledge (Kramsch, 1993; shirzadi, 2015).

Listening in foreign language requires cultural information. Hence, listening to materials that contain a lot of new vocabulary or that speak about topics that are foreign to the learners has a big impact on their understanding. Even though they master the fundamentals of English language structure and vocabulary, students' listening comprehension is typically poor. The comprehension of oral texts does not only depend on the text, or the speaker; the listener background knowledge also plays a significant role. Consequently, EFL students in the Algerian universities; more precisely at the level of the English Department, at Khenchela University experience shortages in comprehending

English spoken texts for many reasons: limited vocabulary, topic familiarity, speech rate, grammar, and the lack of cultural background knowledge. Additionally, they assert that despite having the sufficient linguistic package to interpret the oral passage; without the appropriate cultural schema; they will misinterpret the spoken text.

Therefore, there is a need for further empirical research to explore the relationship between cultural schema and listening comprehension, emphasizing the significant role of cultural background knowledge on students' listening comprehension performance. Since few studies aimed at that for instance, Basavand and Sadeghi (2014) conducted a study exploring the effect of culture on listening comprehension. Another study by Namazaindost et al (2018) investigated the impact of implementing cultural materials in EFL classes to improve students' listening comprehension. The results of both studies confirmed the positive influence of cultural background knowledge on students' listening comprehension. According to Wang (2011) there is a need of integrating cultural knowledge in teaching English listening. Since EFL students believed that the major reason behind their listening comprehension deficiencies is their unfamiliarity with the American and British culture. Accordingly most of the previous studies showed the positive influence of having cultural background knowledge on students' listening comprehension performance. As mentioned earlier, there is a little interest in examining the effect of cultural background knowledge on students' listening comprehension. The same applies to the situation in Algeria, there is a serious non-existence of studies that investigate the impact of cultural background knowledge on students' listening comprehension, especially exploring the effect of implementing cultural Knowledge in the students' oral comprehension and expression sessions to develop students' listening comprehension abilities. Consequently, there is a research space in literature, the ongoing thesis focus on.

3. Research Questions

1. To what extent the cultural background knowledge positively affect students' listening comprehension?
2. Does cultural background knowledge improve students' listening comprehension?
3. What are the students' attitudes towards implementing cultural knowledge in their oral expression and comprehension sessions to improve their listening comprehension?

Research Sub Questions

1. What are EFL teachers' attitudes and perceptions of the significance of cultural knowledge in their classes?
2. How can students' lack of cultural background knowledge hinder their listening comprehension proficiency?

4. Research Hypotheses

The research questions (1) and (2) assert the need of the null hypothesis; as far as this research is concerned, the following hypotheses were formulated

RQ 01

H0: There is no significant difference in listening comprehension between students who have cultural background knowledge and those who does not have cultural background knowledge

H01: There is significant difference in listening comprehension between students who have cultural background knowledge and those who do not have cultural background knowledge

RQ02

H0: There is no significant difference between experimental group students' listening comprehension in pre and post test results.

H01: There is significant difference between experimental group students' listening comprehension in pre and post test results.

RQ03

H03: Students may have positive attitudes towards implementing cultural knowledge to improve their listening comprehension.

5. Research Aim

The purpose of this current study is to find out whether there an impact of cultural background knowledge on EFL second-year students' listening comprehension, the examination was carried out to find out whether integrating cultural knowledge into oral

comprehension and expression session could help the students comprehend English spoken texts.

6. Research Objectives

- ❖ To investigate the EFL teachers' attitudes and perceptions towards the significance of culture teaching.
- ❖ To investigate EFL Second-year students in the department of English at Khenchela University attitudes towards teaching culture in their EFL classes.
- ❖ To survey their attitudes towards their listening comprehension difficulties related to their lack of cultural background knowledge
- ❖ To assess their knowledge level of the target culture's products, practices, and perspectives.
- ❖ To measure students' cultural background knowledge.

7. Research Significance

The focal point of this study is to develop students' cultural knowledge to see whether it has a significant impact on students listening comprehension. This research has theoretical and academic significance. Theoretical significance, as a consequence of the limited research on this domain in Algeria, this study is relevant for English teachers to involve in further research concerning the relationship between schema theory and second language comprehension. It also has academic significance since it raises both teachers' and students' awareness regarding the necessity of culture teaching in general, and in their oral comprehension and expression sessions in particular. Therefore, it motivates EFL teachers to reconsider their traditional way of teaching and thrusts them to embrace new objectives, techniques, and materials. In doing so EFL students will develop both their linguistic proficiency with cultural competence in a parallel way to improve students' capacity to appropriately use and comprehend the native speakers' authentic speech.

8. Research Methodology

This current study is a mixed research both '*descriptive*' and '*quasi-experimental design*', by which the sample of the experiment was not randomly, selected from the entire population of second-year EFL students. To this end, two groups (21 subjects) were not randomly selected to present both the experimental and the control groups. This research is

divided into three phases: preliminary phase, exploratory phase, and experimental phase. During the preliminary phase, the researcher investigates both teachers' and students' attitudes to confirm the problematic situation that exists. The exploratory phase aimed at identifying the components of the cultural knowledge through reviewing the literature, this phase also aimed at assessing students' level of familiarity with cultural knowledge towards the target culture's products, practices, and perspectives. The experimental phase lasted over fourteen weeks. Figure 1 illustrates the three explained above phases.

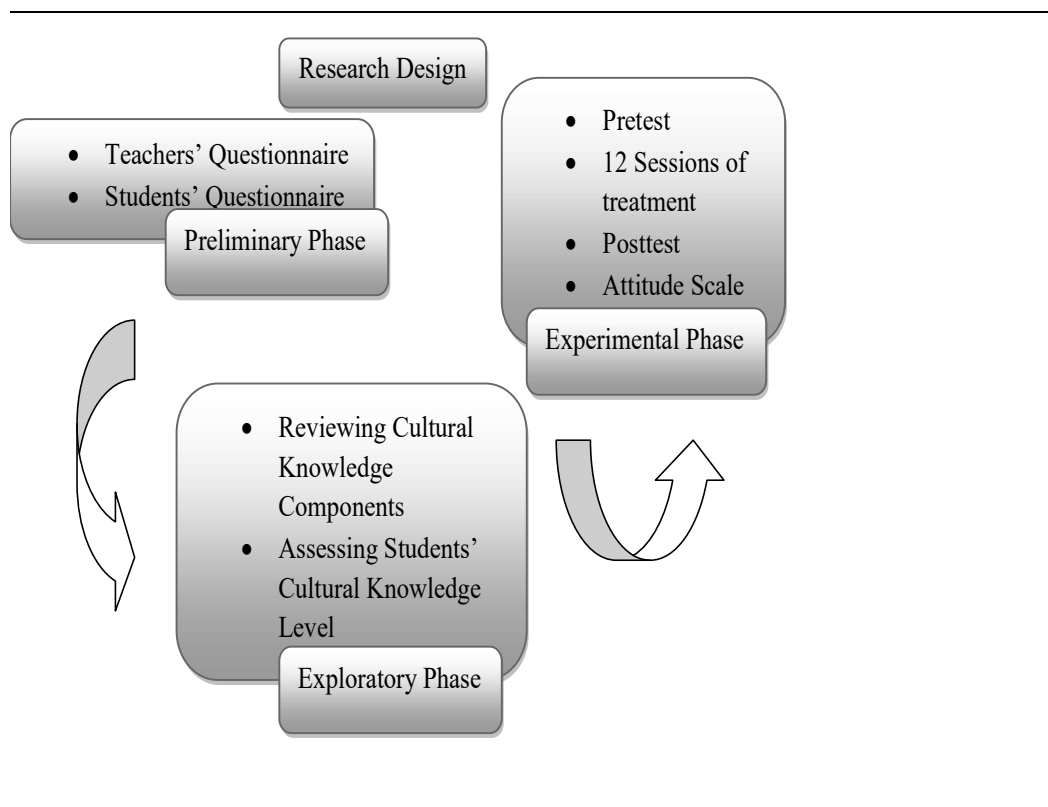


Figure 1: the Three phases of Research Design

9. Research Keywords

This section is devoted to define the important terms used throughout this research study

- *Culture* refers to the way of life of a certain society.
- *Target Culture* refers to the culture associated with the target language, the British and the American culture
- *Background knowledge* is associated with our authentic experiences and assumptions Gebhard (2000). This information was most likely obtained

throughout time in different sources. It is the package that we necessarily need to comprehend a situation, condition, or issue.

- *Cultural Knowledge* refers to the one's associate knowledge of culture's products, practices, and perspectives.
- Listening comprehension is known as the ability to interpret and comprehend oral speech in the first or second language. Moreover, it is a needed skill in our daily communication. According to Jafari and Hashim (2015) defined listening as “the channel for receiving understandable and explicable input, indicating that it is the most used skill and, therefore, needs the most attention in learning and teaching an EFL”(cited in Al-Khresheh 2020, p.352). Additionally, listening Comprehension refers to students' ability to
 - Recognize the literal meaning of the words,
 - Identify the general ideas of the oral text,
 - Spot the supporting ideas,
 - Comprehend the intended meaning of the spoken speech.
- *EFL students* present the Second-year language students from the Department of English at Khenchela University over the academic year 2020/2021.
- *EFL teachers* refer to teachers of English as a foreign language from the English Departments in the Algerian Universities.

10. Research Structure

This section describes the framework of the thesis: starts with a general introduction, followed by five chapters, then ends with a general conclusion.

Chapter One: Culture in Foreign Language Education

This chapter tries to answer the question “*what is culture?*” from different historical standpoints by reviewing the literature. The purpose is to define culture regarding foreign language settings. It also explains how language is related to culture from three perspectives. Then, clear up how culture is related to communication and intercultural understanding.

Chapter Two: Teaching Culture in Foreign Language Setting: Cultural Knowledge

This Chapter focuses on presenting a historical background of the role of culture in the foreign language teaching process through a brief explanation: how the prominence shifted from no teaching culture to teach Big C culture, to finally give the cultural dimension great concern in the language teaching curriculum. Then, explain why culture should be incorporated with foreign language teaching. Following the focal point will be on how culture is presented in the curriculums: the common approaches, techniques, and goals. In closing, an explanation of what is cultural knowledge and its components will be displayed, in addition to teaching culture limitations and challenges.

Chapter Three: Second Language Listening Comprehension

Within this chapter, the researcher provides an overview of listening comprehension explaining how listening shifted from passive to interactive skill; the difference between first and second language listening comprehension. Then, displaying the reasons why listening comprehension is important in language teaching. After, the focus turns on teaching listening comprehension approaches, activities, and challenges. Finally, the theoretical framework of this study will be explained, and how cultural background knowledge is employed to promote students' listening comprehension.

Chapter Four: Methodology and Research Design

Chapter four reviewed the type of the study with its quantitative and quantitative methods. Accordingly, this chapter presents the population, sample, and research tools, pilot study, validity, reliability, and the content of the treatment. This chapter also includes an explanation of the ethical factors that will contribute in conducting this study.

Chapter Five: Data Analysis, Interpretation and Result Discussion

The fifth chapter introduces the data collected from the teachers' and students' questionnaires; the students' cultural background knowledge self-assessment survey, the experiment, and the experimental attitude scale. Each presented, interpreted, and discussed in independent sections in a row with the research questions.

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Chapter One: Defining Culture for Foreign Language Education

Introduction

Understanding culture is crucial for people as it is involved in all aspects of our lives. We all belong to cultural groups, and we develop cultural knowledge based on our affiliations to that group. As we get increasingly introduced to a wider range of viewpoints, values, traditions, customs, norms, artifacts. We shape our cultural identity and develop our cultural knowledge. This knowledge is constructed within the individuals; however, regularly changed and influenced by social interaction.

A literature review is an essential for building a scientific research framework and identifying the fieldwork's limitations. This present chapter examines the literature review on the debatable and controversial notion '*culture*', to start with the first section that presents different perspectives and standpoints of different scholars that belong to different disciplines which seek to define culture. Within this section, we attempt to explain the main characteristics of culture, its components, elements, and dimensions.

In the second section, the researcher tries to clarify the deep relationship between language and culture from different perspectives relying on different views of linguistics pioneers, applied linguists, and anthropologists. The last section will be devoted to analyzing the relationship between culture and communication through defining communicative competence, distinguishing between the linguistic and communicative competence, then explaining the meaning of intercultural competence. This section operates and functions as an introduction for the coming chapter that is dedicated to explain what, why, and how culture should be perceived in the FL setting.

1.1. Defining Culture

1.1.1. What is culture?

Answering the question, "*What is culture?*" is universally recognized as a problem for a variety of reasons, the most important of which is its complexity, diversity, and changing dynamic nature. To begin with its complexity, it is universally accepted that culture is a difficult concept to describe since it has many different related aspects and components. As far as the historian, Raymond Williams, the British cultural critic asserted that "Culture is one of the two or three most complicated words in the English language."

(1976, p. 87). Liddicoat, et al (2003) claimed that “culture as a complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals, and lifestyles of the people who make up a cultural group, as well as the artifacts they produce and the institutions they create”(p.45).

Secondly, its diversity; culture is such a broad subject there is no single established definition. For Byram (1989), different researchers describe the culture in diverse domains in varied ways as far as one universally accepted definition cannot apply to all situations. Different definitions of culture reflect distinctive theoretical standpoints of view since it has been the central concern of many researchers who belong to many disciplines such as anthropology, linguistics, ethnography, and sociology. Hinkel also (1999, p.1) agreed on the diversity of the word “culture” by stating that “as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behaviors, and activities”. Thirdly, culture is dynamic not “static”; it changes all the time, every day in both visible and invisible patterns. Culture is continuously improving and growing (Gonen & Saglam, 2012).

Due to the aforementioned reasons culture signifies different things to different people. For some, culture means civilization; for others, it means art, music, and for others, it is a way of life. Culture cannot be limited to those criteria; it covers everything related to human life.

1.1.2 Culture is...

In his book *Primitive Culture*; Sir Edward B. Tylor (1871) provided one of the most extensively acknowledged definition of culture, said: “Culture... is that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by [a human] as a member of society”(p.1). Thus, Edward was the first to detect or specify that culture is everything, and his definition was also one of the first in the field of anthropology. Similarly, Banks (2010) believed that culture constitutes human behaviors, attitudes, and interpretations that are shared between members of certain groups, more importantly; the essence of culture is that ability to see, interpret, and evaluate its visible (tangible) features.

The anthropologist John H. Bodley also describes culture as “what people think, make, and do” (1991, p.22). Later on, this definition has been expanded to what is called

the 3P model of culture (Frank, 2014). The 3P's model consists of perspectives, practices, and products. **Perspectives** embrace all the ideas, and beliefs about what consider appropriate and inappropriate behavior. For Frank (2014) they describe "what members of a culture think, feel, and value" (p.3). **Practices** generally refer to the traditions of people's culture. Moreover, it also includes what people talk about; with whom; and how they do so. **Products** include food associated with special cultural occasions, clothes, music, and literature. Through reading the literature, three definitions stood out, behavioral, cognitive, and functional. However, these definitions nevertheless succeed in formulating one definition of culture.

1.1.2.1. Behavioral Definition

In the anthropological literature, behaviorism defined culture as observable patterns of behavior among a particular social group. According to Spradley (1972) "culture is a set of behaviors associated with particular groups of people". (p.53) Furthermore, culture is the sum of behaviors; it is the feature of human life that people acquire while they belong to a specific group; it is learned and shared among members of that group (Brown, 1963). These shared patterns encompass more than people's patterns of thinking, experiencing, and acting; they also encompass internal norms for doing certain activities in a specific way, rather than merely doing them.

1.1.2.2. Cognitive Definition

As we have already stated that culture has numerous definitions, the cognitive field focuses more on what is felt inside the individual "the invisible features" of the cultural actor rather than observable parts of behavior. Robinson (1988) explained that culture is a process by which experience is mapped out, classified, and interpreted. Accordingly, culture is functionally equivalent to a computer program that varies from culture to culture. Here the program resembles the cognitive maps; he added that these cognitive maps are open to change.

From this perspective, culture is simply defined as knowledge. Although this knowledge is shared and accepted among people who belong to the same particular social groups; it is not an individual possession rather a social property. It is clear to say that the definition of culture shifted from focusing on the observable features into what the individuals share in their minds to act and react in certain circumstances and situations.

This perspective explains that culture is associated with mental images, perceptions, and values that people use to interpret their everyday routines. Therefore, culture is a shared knowledge that demonstrates both verbal and non-verbal information. Generally, the cognitive approach is interested in the way people see, evaluate, and interpret the world surrounding them. Lyons (1990) also resembles culture to “socially knowledge”. Additionally, Hall & Hall (1990) describe culture as a system for obtaining, conserving, storing, and analyzing information. Lederach (1995) understood culture as follows “I understand culture to be rooted in the shared knowledge and schemes created and used by set of people for perceiving, interpreting, expressing, and responding to the social realities around them.” (p. 9).

1.1.2.3. The Functionalist View

The functionalist view of defining culture aims at emphasizing how culture functions in society. Furthermore, functionalists underline the rules that govern and explain observable behaviors and features. Ting-Toomey (1999) attempts to clarify the concept by setting five functions of culture:

1. Culture shapes identity since cultural values, customs, beliefs, and views are essential factors in determining individuals' identities. For example, the values shared by a particular social group settle the meaning of the notions of being (successful).
2. Culture fulfills our demand for membership connection by serving as a means of appropriate inclusion. It creates a "comfort zone," a place where people feel accepted and safe. As a result, they are rarely compelled to justify or explain their acts and behaviors, such as the language, dialect, or nonverbal behaviors they employ. Contrarily, individuals who do not belong to the same group feel uneasy, excluded, anxious, and doubtful.
3. In dealing with culturally distinct people, culture has an intergroup boundary management function that molds our in-group and out-group views. Persons acquire ethnocentric attitudes and behaviors toward people who are culturally different as a natural human reaction to alien cultures. Since they perceive the world through their culture, they believe that their cultural practices and beliefs are superior to those of others. As a result, they hold all aspects of their culture to be correct, and they refuse to tolerate any deviation from their cultural norms.

4. Culture evolves and changes in response to ecological adaptation. The surface culture (food, art, music, clothes ...etc) changes faster rather than the deep culture (values, beliefs, practices, and so on).

5. Culture and communication have a mutually beneficial interconnected relationship, besides communication modifies and transmits cultural norms, values, and beliefs from one generation to the next. Furthermore; culture influences how people connect to another and communicate in a specific socio-cultural situation. Communication also reflects any changes in the cultural system.

Based on the reviewed literature, Chastain (1988) tended to define culture in one sentence; culture is “the way people live” (p.302). Brooks (1975) as well defines culture as “everything in human life” and “the best of everything in human life” (cited in Lange &Paige, 2003, p.13). Moreover, culture is the knowledge that helps individuals and culture group members to function appropriately and effectively (Roberston, 1992).

Seelye (1993) describes culture as the social constructions that emerge within a community, including the ways of believing, perceiving, performing, and practicing that are passed down to individuals of the social group. In this definition Seelye assembled culture to social knowledge which consists of the ways of thinking, feeling, behaving among a group of people. Subsequently, it is not an individual phenomenon but a social practice, it changes and develops through social interaction, it mirrors the aspects of a particular society’s members, it is what makes members of society bound together and different from other groups. All the aforementioned definitions summarized that culture is a sum-up of behaviors that shape the way of life of the particular social group, it covers how they act and react more precisely what and when they eat, how and when they express their joy, sadness, and worry, also it demonstrates which expressions they utilize to show endorsement and dissatisfaction, and so on.

Culture is just a reflection of how we behave and respond, how we perceive and perform, how we eat and drink, worship and respect, speak and listen; and how we read and write. Culture is a way of life that encompasses a society’s entire way of existence (Kuper &Kuper, 1985, p. 27). One of the recently provided definitions of culture is that it is recognized as a recording of ethnic, cultural, and cognitive institutions that related to a specific social, ethnic, or national group (Sowden, 2007).

1.1.3. Culture is not...

Over history, the term culture was usually used to refer to a set of words as geography, history, literature, and civilization. According to Brooks (1968) maintains that “our greatest immediate problem is that we are uncertain about what we mean by the word culture...a degree of clarification may result from making some remarks about what culture is not” (p.204). He also went to explain that geography is only part of a culture and claimed that “Geography is the stage upon which the drama of human culture [...] Geography can at the best be no more than the material surrounding in which culture takes root, flourished, and comes to fruition” (p.19).

On the same page, he distinguishes between “*culture and history*” he stated that “in general, it is fair to say that history goes further than the invention of writing. [...]Through much younger than geography, human culture is vastly older than history, for culture is vastly older than history, for culture appears at present to go back in time the greater part of two million years”. To put it another way, Culture takes priority over history.

Culture and literature are not the same; as for Brooks (1968) literature “can supply us with but a part- through clearly a most valuable part- of what needs to be taught under the heading of culture” (p.21). In a nutshell, culture encompasses literature as it is only a part of the culture. He also differentiates between culture and civilization explaining that culture is a condition that exists within every society, while civilization is always related to development, enhancement, and progress of human society. That to say culture can exist and stand without civilization; however the civilization cannot.

However the word “culture” has been known or familiar to all second or foreign language teachers, it is still widely noticed that the word culture is attached to civilization or considered as a part of it; while the truth is the converse. All of these misconceptions are results of the great concern provided by programs planners and course designers and of course FL teachers to teach civilization. Culture is a broad concept that commits civilization in addition to other aspects.

1.2. Big “C” and small “c” culture

Another way to define culture is to differentiate big “C” culture from little “c” culture. Henceforth Tomalin and Stempleski (1993), and Lafayette (1997) and so for suggest to resemble big ‘C’ culture to ‘achievement culture’; provides a thorough understanding of observable and intentionally taught and transmitted cultural components. Being knowledgeable about these aspects of a group of people doesn’t mean that you can easily communicate with them. Big “C” also represents “a set of facts and statistics relating to arts, geography, business, education, festivals, and customs of a target speech society” (Lee 2009, p.78). Within the same vein, Merrouche (2006) discussed about Large “C” and small “c” culture saying that the previous associated with the literary, artistic, and aesthetic approach to culture, whereas the latter represents the anthropological approach to culture viewing it as what shapes the behavior of people and their everyday ‘way of life’ culture’.

According to Tomalin and Stempleski (1993) the small “c” culture includes “culturally-influenced beliefs and perceptions, especially expressed through language, but also through cultural behaviors that affect acceptability in the host community.” (p.6) for Lee (2009); small “c” culture represents “the invisible and deeper sense of a target culture” (p.78). This category comprises everyday areas of human life, including what people understand, perceive, and do within a culture, as well as communication styles, myths and so on. It also stresses spontaneous and frequently concealed patterns of human interactions and opinions.

1.3. Cultural Models

1.3.1. The Iceberg model

Edward .T, Hall resembles culture to an iceberg as it divided into two portions, the external portion “*visible*” which only represents 10% of the iceberg, and the internal portion “*invisible*”, which represents 90%. Through observing the iceberg; the visible part represents the smaller portion that consists of the visible aspects of culture such as behaviors and practices, for instance, food, clothes, music, painting, drama, crafts, folks, literature, language, and celebration. While the invisible part represents the bigger portion that consists of the hidden cultural aspects such as values, and beliefs.

Later on, Garry Weaver 1986 developed the cultural iceberg model which shows that culture is divided into two parts as the iceberg, and only 10% could be observed and seen while 90% could be hidden. The portion above the water represents the behaviors and practices which are visible by casual observe such as food, clothes, politics, geography, language, and holidays. While the portion beneath the water, the mass that forms the iceberg represents the world view, religious beliefs, gender roles, ideas about leadership, power, ideas about modesty, body language, perceptions, and myths. Thus, the visible portion represents the what: what people eat, what people dress, and what people say; while the invisible portion represents the why: why people eat that, why they dress that, and why they say that. Usually, the internal part components lead to the most intercultural misunderstanding. Within the same regard, Cushner, McClelland, and Safford (1996, p.50) describe the two parts of the iceberg as follows:

[O]nly 10% of the whole is seen above the surface of the water. It is the 90% percent of the iceberg that is hidden beneath the surface of the water that most concerns the ship's captain who must navigate the water. Like an iceberg, the most meaningful (and potentially dangerous) part of culture is the invisible or subjective part that is continually operating on the unconscious level to shape our perceptions and our responses to these perceptions. It is this aspect of culture that leads to the most intercultural misunderstandings.

1.3.2. Hofstede Onion Model

Hofstede's Onion Model is a well-known metaphor that visualizes the concept of culture. Hofstede (1991) proposed the so-called "Cultural Onion"; in which culture is viewed as an onion, with each layer representing one cultural feature. In his study 'Culture's Consequences, Hofstede (2001), used the four characteristics of culture to depict the four layers of the onion: symbols, heroes, rituals, and values that are illustrated within the following figure.

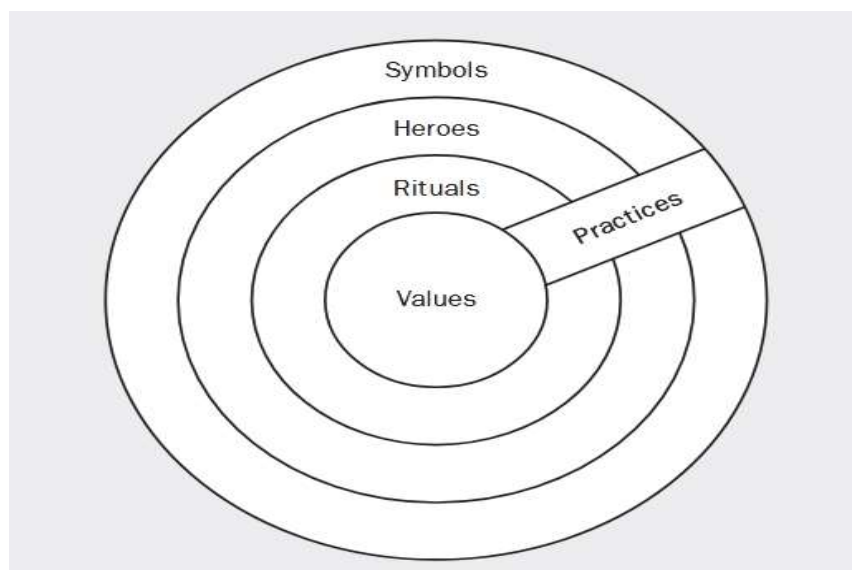


Figure 1.1 The “Onion Model”: Manifestations of Culture at Different Levels of Depth (Hofstede, Hofstede and Minkov 2010, 08)

Symbols are described as the third layer around the core; they are words (including the jargon), visuals, gestures, architecture, and the things that contain meaning recognized exclusively acknowledged by individuals of the same culture. As shown in Figure 1 symbols are put into the surface layer because they are easily replaced by another system.

Heroes are described as a second layer that circles the core; Hofstede, Hofstede, and Minkov (2010, p.8) state that “heroes are persons, alive or dead, real or imaginary, who possess characteristics that are highly prized in culture and thus serve as models for behaviors”.

Rituals are the very first layer that covers the center; according to Hofstede et al (2010) they “are collective activities that are technically superfluous to reach desired ends but that, within a culture, are considered socially essential. They are therefore carried out for their own sake. Examples include ways of greeting and paying respect to others, as well as social and religious ceremonies”. (p.9)

Values are beliefs regarding opposites like as bad against good, harmful versus safe, banned versus permitted, and clean versus dirty, as observed in the figure they are regarded as the onion’s core.

1.4. Cultural Elements

There are many different elements of culture, categorized into three main levels: surface culture, sub-surface culture, and deep culture. **Surface culture** contains elements such as food, clothes, traditional music, art, and holidays. **Sub-surface culture** contains elements that are behaviors of unspoken language patterns shared among people through social interaction, the non-behavioral language patterns such as body language, gestures, personal space, eye contact, touching. Learners of the target culture should be aware that these unspoken rules are different from one society to another. **Deep culture** consists of values and attitudes that are unconsciously learned and shared among the social group; it contains the norms that make the people feel what is right and what is the normal way of doing things. For example, the normal way to build social relationships such as friendship, the attitudes of eating, notions of modesty, gender roles. All in all, deep cultural elements are the motives behind why people are behaving in certain ways

1.5. Cultural Components

1.5.1. Beliefs

According to Merrouch (2006) beliefs are “conviction in the truth of something that one learned by living in a culture, it is the basis of one’s actions and values.” (p.21). we can deduce from this definition that beliefs are tenets, opinions, states in mind that people believe to be true. They are also mental acceptance of a person, a thing, a claim, for instance; the belief or faith in Allah. Individuals in social groupings have their own set of beliefs and practices, but they also share a set of values. The beliefs are usually assumptions while the values are things that group of people appreciate the most and give a high level of importance. To highlight the distinction, most Americans believe in the American Dream, which states that people who work hard enough will achieve prosperity and fortune. The American value of wealth is good and vital, and understanding this idea is important.

1.5.2. Values

Values are an important element of culture (Leung & Bond, 1989). They are a group of principles that a certain community or culture regards as highly as good or bad conceptions. Values are subjective assessments of what is good or terrible, desirable or

undesirable. Furthermore, they shape society by distinguishing between opposite behaviors such as wanted and shunned beauty and ugliness. Although, Damen (1994) believed that values are the invisible power that elicit reactions. To illustrate more, group harmony is a core value in Japan. Although the Japanese give high value to healthy harmony and hate confrontation between people, and dislike interpersonal conflict. While, in the United States, people place a high value on individuality and independence that's why they have an individualistic culture. In contrast, Japanese culture among many other cultures is collectivist. In this regard, both Cushner and Brislin (1996) asserted that individuals learn and shares decisions what is and is not valuable in their society in unconscious manner. Thus, these decisions explain how and why individuals act and react in certain situations.

1.5.3. Assumptions

Assumptions are beliefs which either right or wrong, Cultural assumptions entail how people in a particular social group denote their perceptions and ideas in different subjects. According to Hinkel (1999) described cultural assumptions “as abstract, organized and general concepts which pervade a person’ outlook and behavior” (p.5). Cultural assumptions consider how members of social groups denote their ideas and views towards different topics without rational reasons or proofs. The cultural assumptions are generally related to religion, education, social class, wealth, etc that are supposed and accepted as a social practice. They also maintain a great importance in the society as they allow the individuals to effectively communicate with others.

1.5.4. Behaviors

Behaviors are usually regarded as actions displayed and shared by members of the social group. Furthermore, in sociology behavior is generally defined as all basic human practices which are controlled by rules and social norms. Behaviors are directly linked to culture as many behaviors considered inappropriate in a given society may be appropriate in another society. Some behaviors are visible and easy to learn, and others are less visible. The first one consisted of behaviors such as: going to shop, eating habits, organizing a party, etc. Additionally, the second type consists of behaviors such as feelings, planning. The two types are learned either consciously or unconsciously.

1.5.5. Norms

Norms represent another element of culture; which is regarded as how people are expected to behave in certain situations. According to Boukhelouf (2018) “Norms are rules that organize a society” (p.21). In broader sense norms are the rules and expectations that control the way people behave and think in agreement with what society has claimed as good, right, and crucial. They also establish what is regarded as correct or wrong behavior; they vary from one society to another. For instance, the American culture is recognized as an individualist that the norms of “independence” take a vital role in their society. Every individual has his/her own private space, and freedom to make life decisions, even parents are not allowed to share their thoughts. While the Chinese culture is known as collectivist, the norms of “independence” carried distinct meaning. Asking for a group’s opinions and thoughts is respected behavior, and making individual decisions is usually considered not welcomed, or forbidden.

1.5.6 Rituals

Rituals are a type of social activity; they describe an individual’s behaviors and customs, generally they refer to a religious ceremony that comprises a sequence of actions performed according to a prescribed order, they are specific and vary from one culture to another (Shaules, 2007). Rituals can simply refer to an activity that carried out in the same way in every occasion or situation which managed to strengthen the social relationship among the members of the same society. Therefore, they differ from one society to another. To illustrate, rituals are habitual practices that involve the way of greeting, weddings’ traits, funerals, healing, gender reveal customs and childbirth traditions.

1.5.7. Superstitions

Superstitions are unfounded beliefs and acts derived from coincidence, fear, magic, or chance. Generally, superstitions used to describe the irrational beliefs that are unbelievable for example in the US, people believe that the number 13, black cats, breaking mirrors may all be a sign of bad luck or indicate that something wrong is going to happen. According to Hornby (2000) defined superstition as “the belief that particular events happen in a way that cannot be explained by reason or science; the belief that particular things bring good or bad luck”. Accordingly, superstitions are related to culture that influence individual ideas and perceptions.

1.5.8. Taboos

According to Shaules (2007) taboos usually refer to the forbidden behavior verbal or nonverbal that should be avoided in society. That is to say, a taboo is a controversial activity that is considered prohibited, or unacceptable in society. Taboos can also be linked to cultural or religious practices that forbid individuals from doing or saying certain things; it is usually considered offensive. For Allen & Buridge (2006) “taboos arise out of social constraints on the individual’s behavior where it can cause discomfort, harm or injury” (p.1). As behaviors, taboos can be changed from one culture to another one. For example, in India, eating beef is forbidden for some religious reasons cows are recognized as sacred animals. While in Algeria, eating beef is recognized as normal behavior. To illustrate more, eating pork in Islamic countries is recognized as a taboo. Otherwise in the US is recognized as a normal thing.

1.5.9. Artifacts

Artifacts are cultural linked items that reflect cultural worthy information about a certain social group concerning their social, historical, geographical, economical aspects. Artifacts also related to a social group’s visible goods, accomplishments, and contributions; artifacts include tangible and physical components that may be seen, heard, or touched, such as architectural feats, monuments, literature, food, art, clothing, language, and hairstyles. In addition, artifacts constitute burial coins and Roman theatre.

1.5.10. Stereotypes

Broadly speaking, a stereotype is a groundless belief that is shared by individuals of a certain social group; they also have identical conventions and characteristics such as religion, gender, and age. Thus, stereotypes usually refer to unfavorable attitudes toward people who are different from oneself. According to Seelye (1993) “they often capture characteristics that are common in the target society” (p.64). Moreover, they refer to the shared system of individuals as members of social groups. Furthermore, how they make a judgment about their selves, society, and their cultural rule. Stereotypes are standardized styles of speaking and thinking about different people and cultures (Kramsch, 1998); they can be either positive or negative as prejudices.

1.5.11. Myths

Myths are also recognized as an element of culture. They generally require stories and characters that are related to past cultural events. Additionally, they involve tales. For Myth (2016); mythical narratives frequently outline historical events and otherworldly characters. More crucially, the myths of culture can influence or form a group's way of life; also, the heroes in the myths can act as role models for them (Jandt, 1998). In general, these stories are passed down from generation to generation for a variety of objectives, the most important of which are to entertain people and to teach them the right and wrong things to do.

1.6. The Characteristics of Culture

According to Haviland et al (2010) explained that culture has many characteristics, although anthropologists summarized the most evident “Every culture is socially learned, shared, based on symbols, integrated, and dynamic. A careful study of these characteristics helps us to see the importance and the function of culture itself” (p.28)

1.6.1. Culture is acquired

Culture is obtained not a gift that we are born with or biologically inherited. It is a result of one's social interactions and relationships, not one's heredity. Culture is something that we learn through our social interactions with members of society (Lusting & Koester, 1999). Subsequently, individuals learn how to eat, dress, behave, dance, celebrate, apologize, order, and so on, through interacting with people from their culture. Culture is a learned behavior. Some behaviors are visible and easy to learn, and others are less visible. The first one consists of behaviors such as: going to shop, eating habits, organizing a party, etc. Therefore, the second one consists of behaviors such as feelings, planning. The two types are learned either consciously or unconsciously.

1.6.2. Culture is shared

Culture is something that a group of individuals in a certain society have in common. Such as beliefs, values, attitudes, customs, laws, traditions, religion. The patterns of learned behaviors are shared among a group of people, not possessed by individuals. These shared patterns serve as the basis of communication, for example, religion, clothes, holidays, and language.

1.6.3. Culture is a social practice

Culture is not something that is inherited down from generation to generation; it is something that is gained via social contact. Thus, Culture is a social phenomenon that emerges via social contact rather than individual; no one can learn or share it without the help of others.

1.6.4. Culture is transmitted

According to what has already been stated, culture is not biologically inherited, but it is also passed down from generation to generation, from fathers to their children, who then pass it on to their children, and so on. They transmit their attitudes, beliefs, behaviors, perspectives, practices, etc. Language, not genes, is how culture is passed down. As well, Duranti (1997) and Matsumoto & Juang (2013) regard culture as a system passing down through the generations via the linguistic code.

1.6.5. Culture is unique

Every particular society has its unique cultural features; as a result, we can say that every culture is unique and specific; for example, what is appropriate in a particular group is not necessarily appropriate in different groups of people. Beliefs, values, customs, laws, food, greetings, social relationships, dressing are not the same for all societies; culture differs from one society to another. Delaune & Lander (2002, p.248) summarized the characteristics of culture as follow:

- Culture is learned and taught. Cultural knowledge is transmitted from one generation to another. A person is not born with cultural concepts but instead learns them through socialization.
- Culture is shared. The sharing of common practices provides a group with part of its cultural identity.
- Culture is social in nature. Culture develops in and is communicated by groups of people.
- Culture is dynamic, adaptive, and ever-changing. Adaptation allows cultural groups to adjust to meet environmental changes. Cultural change occurs slowly and in a response to the needs of a group. This dynamic and adaptable nature allows culture to survive.

1.7. Culture and Language

When acquiring a second/foreign language was deemed a problem, the link between language and culture was first observed. We can deduce from this that the relationship between language and culture began with an inquiry. So, are language and culture inextricably separable or inseparable?

For a long time, the answer to this question has been a major concern of researchers belonging to many disciplines such as linguistics, applied linguistics, sociolinguistics, anthropology, ethnography, sociology, and psychology. Through their attempt to address that question and to determine the essence of the link between language and culture, are either interrelated or separate. Risager (2007) tend to explain this by explaining that the relationship between language and culture can be examined from two perspectives, the first one dedicates the intimate and the inseparability of language and culture. The second one perceives language as a medium of communication, and there is need or relevant to relate it to culture (cited in Awla, 2014) Language and culture have a closer and proper connection, “Language is the principal means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways” (Kramsch 1998, p.3).

From another perspective, Smith and Luce (1997) assumed that the interrelationship of language and culture is seen in “public Advertising” and “street signs”. Therefore, we can argue that every society has its behaviors and practices of advertising and public signs to use in a certain specific socio-cultural context that is agreed on among the members of that society. Furthermore; Doyé (1996) claimed that language is always “culture-bound”, he previously mentioned that language exists in relation to culture. Since language is a system of signs and signs convey both form and meaning. Thus, the nature of the language prevents the separation from culture; otherwise language is just meaningless symbols. Language conveys meaning exclusively in its appropriate culture and context. This suggests that foreign language classrooms must include culture teaching materials, aims, and objectives (Cited in Risager, 2006)

Risager (2006) also claimed that language is a part of the culture. Besides, it is the process of expressing one’s thoughts into words, to communicate. One particular language determines one specific cultural group. Furthermore, language is a multifunctional process,

it helps people to maintain social relationships with society's members by greeting, addressing, requesting, ordering, behaving, and so on. It is obvious that language is the main channel of communication, it allows us to communicate our feelings and thoughts; thus, language plays a significant role in developing, and elaborating culture. Additionally, language grows up, develops and changes with its cultural context. No relationship is more intimate than the relationship between language and culture. Comprehending the essence of the interrelationship between language and culture should be the first step in FL education planning programs.

1.7.1. Language as an Integral Part of Culture

To start with the idea that language is an integral part of a culture, it reflects the values and beliefs of any particular culture (Townes et al, 2009). Likewise, Young et al (2009) describe the interrelatedness of the two notions; and argue that language is a fundamental product of culture. They add “Along with values, beliefs, and behavioral norms, language is a component of culture. Unlike other components of culture, however, language interacts with it in different ways, because language is both a transmitter of culture and is the main tool for the internalization of the culture by the individual” (p.150)

1.7.2. Culture and Language are Inseparable

Throughout history, the relationship between language and culture has fascinated researchers within foreign language teaching fields for a very long time; studying the essence of the relationship between language and culture “has fascinated and continues to fascinate, people from a wide variety of backgrounds” (Wardhaugh, 2006, p.221). Culture and language are intricately bound; this idea is acknowledged by many researchers. Agar (1994) endorsed the idea that language and culture are intrinsically linked; he also presents the term “*laguaculture*”. Accordingly, Language and culture are not acquired separately, but rather in tandem, each boosting the prosperity of the other (Mitchell & Myles, 2004). Brooks (1964) believed that language is the prominent, expressive, and fundamental characteristic of any culture. Culture and language are closely intertwined. In the same regard, Liddicoat et al (2003) also assist the inseparability of language and culture by explaining how culture is connected to language in all the levels of structure and use. As illustrated in figure (1.2.).

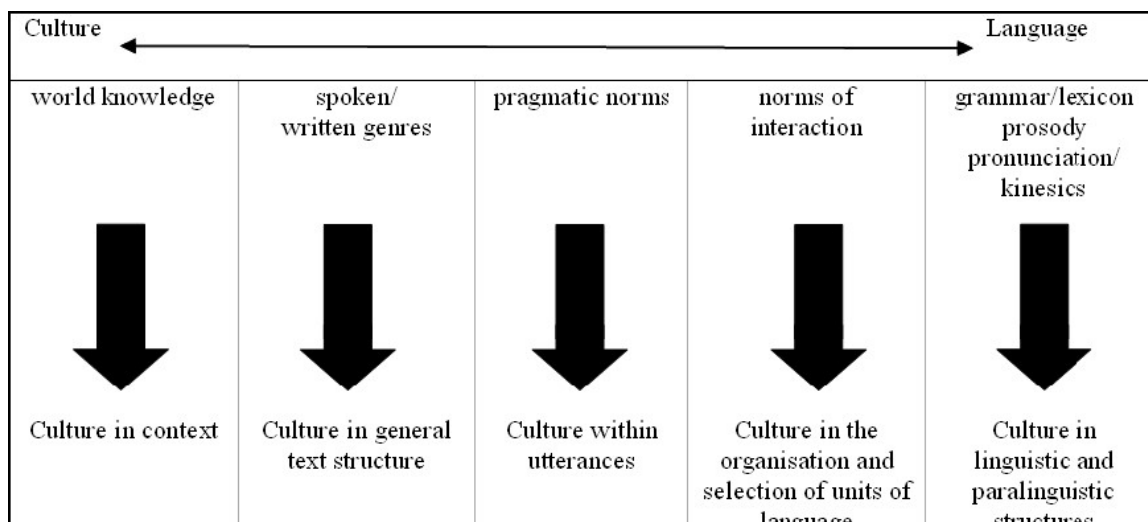


Figure 1. 2. Points of articulation between culture and language (Liddicoat et al, 2003, p.3)

Tang (1999) developed this idea further and claimed that language and culture are synonymous. For Brown (2007) “Culture is really an integral part of the interaction between language and thought. Cultural patterns of cognition and customs are sometimes explicitly coded in language.” (p.210). Besides, language reviews the culture and influences it (Peterson& Coltrane, 2003, p.1).

1.7.3. Language shapes Culture Vs Culture shapes Language

Whorfian Hypothesis (1959) is also called the *Sapir-Whorf hypothesis* or *linguistic relativity*. It stressed how a language’s grammar influences how its users view the world. According to Kramersch (1998) the Sapir-Whorf hypothesis claims that the grammar of the language one employs on a regular basis effects how one mediates, perceive, and interpret the world environment. She added that Whorf found that language limits people’s perception and categorizes their experiences, which is why different languages can lead to diverse actions.

Whorf Sapir in his hypothesis “linguistic relativism” showed that we express the world differently according to our language codes. The hypothesis was bought by Whorf (1956) predominantly to emphasize how far the individuals’ thoughts, ideas, are influenced and shaped by their language. According to his thoughts language is a system that differs from other systems. Hartely (1982) explained that “each language will would its speakers’ world view differently” (p.102). Accordingly, this is what meant by linguistic relatively.

A language is a form of communication and one of the most effective instruments for expressing oneself; it is a social act that assumes a significant part in human development and survival. Kramersch (1998, p.3) classified three ways of how language influences culture and vice versa, the first way is that language expresses cultural reality which means that people use the words they utter to express their thoughts, feelings, experiences, attitudes, etc. The second way is that language embodies cultural reality which means that individuals attach meaning to the words by both verbal and non-verbal communication. The third way is language symbolizes cultural reality which means that individuals identify their language to symbolize their culture and social identity. Moreover, Kramersch (1993) claimed that culture is “a feature of language itself” (p.8). Within the same context, Brown (2000) believed in the intimacy between language and culture, although claimed that “A language is a part of a culture, and culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”(p.177).

From the contrast perspective which implies that culture shapes language, not the opposite. Taking the English language as an example, among other countries Canada, USA, UK use the English language as an official language, but they have different cultures. Culture shapes language as it determines the way individuals use and interpret the language codes. Without the cultural knowledge, language users can not attach meaning to the words they use; culture is the soul of language.

The above mentioned claims confirm that there is a debate attracted the attention of many scholars from different fields and disciplines. Culture is the inner knowledge that controls, shapes, determines, individuals’ behaviors, values, assumptions, practices, perceptions, language, communication, and so on. Indeed culture is social activity that bound the members of society. Whereas, language is the visible part of culture that allow the individuals to share their beliefs, experiences, realities, identities, and cultures.

1.8. Culture and Communication

Communication is natural daily activity by which individuals exchange information, thoughts, perceptions, feelings, etc. Communication also is the process of transmitting and receiving messages through an understood medium, which can be either verbal or nonverbal in nature as gestures and body language. These messages convey

meaning only in certain contexts under specific conditions. Thus, we can say that communication is supported by culture, in this regard Kramsch (1998) “When [Language] is used in contexts of communication, it is bound up with culture...[and] Speakers identify themselves and others through their use of language; they view their language as a symbol of their social identity” (p.3). Furthermore, communication without cultural knowledge can cause misunderstanding between individuals, so the communication drops and fails. Furthermore, culture determines the shape of communication, as it commands and controls the way speakers use, and interpret the language. Also, it recites the social relationship between the communicators as well as the setting and the context.

Culture influences communication as it shapes how individuals effectively interact with others. Cultural understanding is a keystone of appropriate and adequate communication. Correspondingly, effective communication in a foreign language process necessitates the learners to develop their linguistic, sociolinguistic, and cultural competence. These mentioned aspects will help the learners to become effective foreign language users; additionally, they enable the learners to create grammatically correct sentences in their appropriate context for appropriate purposes. Thereby, communicators should comprehend and repress both cultural differences and barriers.

1.8.1. Linguistic Competence vs Communicative Competence

Linguistic competence has been first introduced by Chomsky (1965); he believed that linguistic competence is the unconscious knowledge of a language structure that permits a person to produce language. Noam Chomsky in *Aspects of the Theory of Syntax* (1965) writes that:

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its (the speech community's) language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (Chomsky ,1965,p.3)

According to Chomsky (1965) the communication depends only on the acquisition of the grammatical structures of the language as far as the speakers develop their language knowledge, they are able to produce and understand as many language speeches. Linguistic competence refers to the speakers' ability to combine syntactic, semantics, and grammatical knowledge to generate infinite number of sentences. It was widely known that Hymes (1972) started his theory by questioning the works of Chomsky about Linguistic theory. He believed that Chomsky understanding of language is too narrow to encompass the knowledge and abilities that native speakers must possess to interpret and generate suitable expressions in specific cultural contexts. Accordingly, Hymes popularized the notion "communicative competence". He added that communicative competence is used to sustain "both the knowledge and ability that individuals need to understand and use linguistic resources in ways that are structurally well-formed, socially and contextually appropriate, and culturally feasible in communicative contexts constitutive of different groups and communities of which the individuals are members" (Hall, 2002,p.105). Thus, communication is associated with using the language in its appropriate context.

1.8.2. Communicative Competence Definition

Richards and Schmidt (2002) described communicative competence as: "knowledge of not only if something is formally possible in a language, but also the knowledge of whether it is feasible, appropriate, or done in a particular speech community".(p, 90). This quotation emphasized the importance of context in communication. Although Saville-Troike (1996) explained that CC requires more than the language user's ability to interpret the linguistic code, the social and cultural knowledge is also required as they are supposed to use and comprehend the target language speech in native speaker manner. Through this definition, we can summarize that communicative competence involve different types of knowledge: linguistic knowledge, socio-cultural knowledge, and contextual language. As for Travin (2014), CC is our innate capacity to produce and comprehend the target language appropriately in different cultural and social situations. Although Richards (2006, p.3) also discussed that communicative competence requires further on:

- Knowing how to use language for a range of different purposes and functions.

- Knowing how to vary our use of language according to the setting and participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- Knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversation).
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies)

1.8.3. Components of Communicative Competence

According to Canale & Swain (1980) communicative competence is defined as an interactive process that encompasses the capacity to converse in a socio-cultural environment using grammatical principles in an acceptable manner to meet social communication demands. Moreover they defined the elements that comprise CC: “grammatical...knowledge of lexical items and rules of morphology, syntax, semantics, and phonology; sociolinguistic...knowledge of rules of language use; strategic... knowledge of strategies to overcome communicative problems; and, discourse...knowledge needed to participate in literacy activities” (Hall & Pekarek Doehler, 2001, p.3). Within the same vein, Canale proposed a model for communicative competence that consisted of three different types of competencies: grammatical competence, sociolinguistic competence; later on Canale (1983) updated the model into four different abilities

- Grammatical Competence or as recently called *linguistic competence*. It includes knowledge of vocabulary, pronunciation, morphology, syntactic, lexical, and semantic rules. Recently called linguistic knowledge. Therefore, this competence enables language users to construct grammatically correct and meaningful phrases and sentences.
- Sociolinguistic Competence requires learning the pragmatic features of different speech acts. Hence, sociolinguistic competence involves the knowledge that enables the speakers to demonstrate their attitudes such as friendliness, respect, anger, gratitude, courtesy, politeness, authority, acceptance, or disagreement.

- Discourse competency is defined as the capacity to effectively communicate and overcome misunderstandings in the communication process by employing tactics such as repetition, paraphrasing, changing, or modifying the message. The ability to blend grammatical structures with meanings is referred to as discourse competence. As a result, discourse competence entails an understanding of both grammatical rules within coherence.
- Strategic competence comprises an understanding of the bodily and spoken communication approaches that can be employed to correct for barriers to effective communication and improve communication.

According to the Canale and Swains framework; to communicate effectively in language, the speakers have to acquire knowledge of linguistic, sociolinguistic, discourse, and strategic. This knowledge enables the speaker to comprehend and produce grammatically correct sentences within the right appropriate context. In addition, Celce-Murcia's (1995) made up a model of CC that integrates six interrelated components: sociocultural, discourse, linguistic, formalic, interactional, and strategic competence (cited in Hall, 2002)

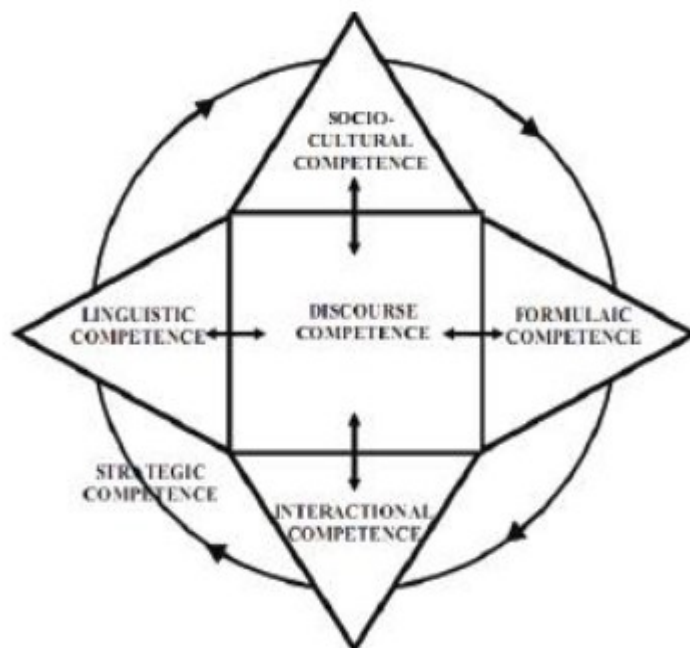


Figure 1.3. Celce- Murcia's Model of communicative competence (as cited in Hall, 2002, p.

As observed in the figure above, in addition to linguistic, discourse, strategic competence Celce-Murcia (1995) added the later components. To start with *formulaic competence* that incorporates the knowledge of different types of collocations, lexical, and idioms (Hall, 2002). *Interactional competence* enables the speakers to perform different speech acts, such as opening and closing conversations, choosing or changing topics. Another component, socio-cultural competence allows language users to communicate appropriately within social and cultural contexts. According to Celce-Murcia et al. (1995), socio-cultural factors are classified into four categories illustrated in the figure below:

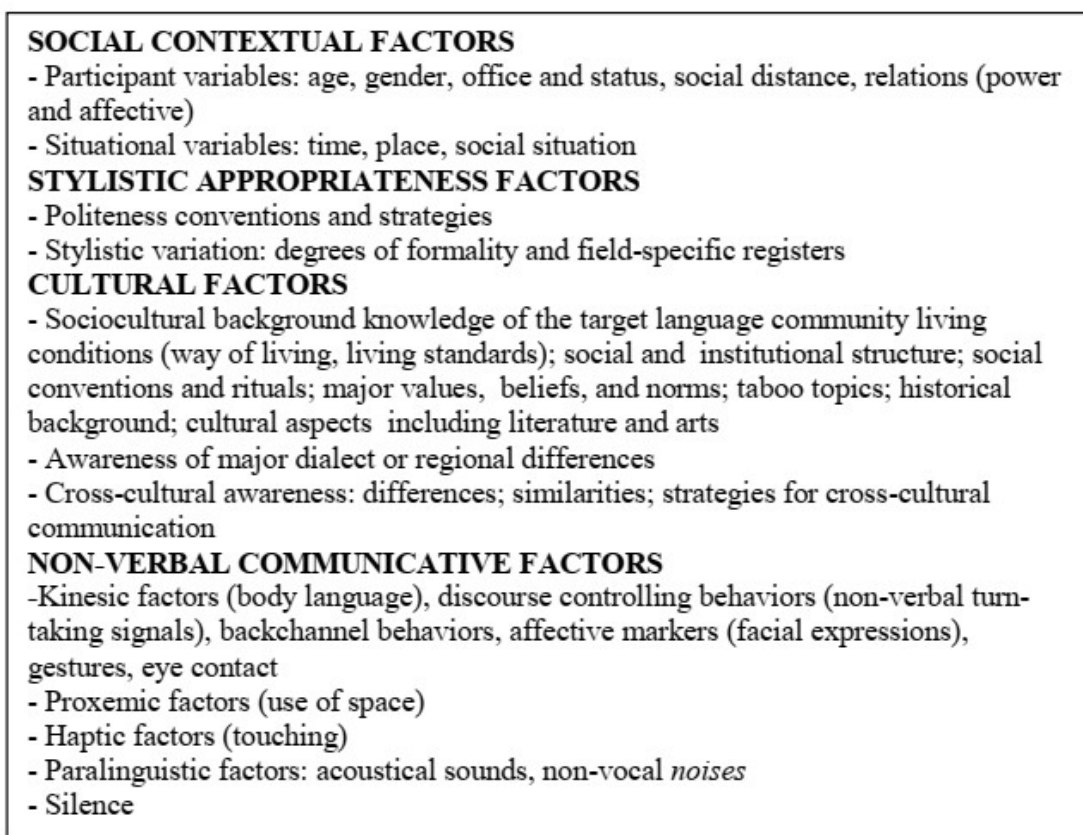


Figure 1.4. Suggested Components of Sociocultural Competence (Celce-Murcia et al. 1995, p. 24)

According to Savignon (2002), Hymes defines CC as “the ability to use language in a social context, to observe social context, to observe sociolinguistic norms of appropriateness” (p.2). She added that the term CC is aimed to “characterize the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues perform on discrete-point tests of grammatical knowledge” (p.3). Accordingly, foreign language learners should practice their

communication abilities in more authentic contexts rather than depending exclusively and primarily on grammatical drills.

1.9. Intercultural Communicative Competence

This concept is an extension of communicative competence. Byram (1997) asserted that Intercultural Communicative Competence “(ICC)...expands the concept of ‘communicative competence’ in significant ways” (p.3). Subsequently, Crozet and Liddicoat (2000) maintain that “[a] learner who knows some of the languages but none of the culture risks being fluent but socially incompetent in any attempt to communicate with native speakers” (p.14). Moreover, they assert that communicative language teaching did not help in preparing the students for intercultural understanding, thus it did not clearly emphasize the links between language and culture. Similarly; Byram (1997) claimed that it is “the ability to communicate and interact across cultural boundaries” (p.7). For Paige (2004) intercultural competence is “one’s ability to interact and communicate effectively with persons from other culture and in culturally diverse settings” (p.79). For Risager (1998) the ability of foreign language students to operate as facilitators between their homeland and the target culture, and also to use the target language naturally as language users, is referred to as intercultural competence. That is to say, acquiring a second language necessitates a great deal of self-reflection, with both ideas and feelings playing a part in negotiating significant lingua-cultural conclusions. (Crozet and Liddicoat, 1999).

Eventually, the notion of “*intercultural competence*” appeared accordingly of the failure of both linguistic competence and communicative competence to prepare foreign language learners for successful and effective intercultural communication. According to Moeller & Nugent (2014) “A successful intercultural speaker seeks out opportunities to meet individuals from diverse cultures to share information through communication in a foreign language” (p.8). Throughout the aforementioned definitions of the concept, it is extensively known that is the opportunity to associate successfully and properly across cultures.

Conclusion

We attempted to deal with the concept of culture from a variety of viewpoints in this chapter, but it became clear that culture is a difficult topic to manage due to its complexity, sensitivity, and relevance. We began by defining culture from various perspectives, and then attempted to describe various aspects of culture. The researchers went on to analyze the relationship between language and culture from three different perspectives, resulting in a debate about culture and communication. Finally, the purpose of this chapter is to provide the reader with a general overview of culture in the context of foreign language instruction, as well as its several sub-concepts. In conclusion, culture is essential and relevant in foreign language context. Henceforth, teaching culture has to be included in teaching foreign language teaching methodologies, objectives, and settings.

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Chapter Two: Teaching Culture in EFL context: Cultural Background Knowledge

Introduction

Globalization forced instructors to change how they supposed to teach a foreign language. The teaching of various popular languages, particularly English, has favored certain ways of citing and creating information over others, favoring some ideals of life over others (Kumaravadivelu, 2003). Over the last few decades, there has been a strong emphasis on incorporating cultural dimensions into second/foreign language instruction. This current chapter is a rational prolongation of the previous one. It will provide the reader with theoretical information that explains the role of culture. It starts by discussing the historical background of teaching culture in SL/FL classes. Then, it presents some theoretical justifications that explain why teaching culture should be considered an essential feature in SL/FL settings. After that, the researcher attempted to define “cultural knowledge”, and presents some limits and challenges of culture teaching.

2.1. The Role of Culture in Different Foreign Language Methodologies and Approaches: A Historical Perspective

Integrating culture in a second language or foreign language instruction has been a never-ending debate. From another perspective, throughout the history of teaching a second or foreign language, teaching culture within teaching language has taken more emphasis as a result of the inescapable relationship between the two. However, incorporating the cultural dimension was controlled by two different aims: The first one is the teaching SL/FL classroom objectives, and the second one is how culture is defined through history.

2.1.1. Traditional Methods and Approaches

2.1.1.1. Grammar Translation Method

Grammar Translation Approach is a highly traditional language education method that emphasizes grammar as the most important knowledge to learn a foreign language. Language teaching was directed as a means of teaching the target language’s structures. It was not a problem to teach culture during this period. During the nineteenth and early twentieth century’s, this strategy was widely used by foreign language teachers. At that time; where language teaching aimed only at teaching grammar and literature. Hence, the

distinction between language and culture was clearly defined, and the fundamental motivation for learning a second language at that time was only to get access to literature's great classic books. Krash (1996) maintained that the Grammar Translation Method rarely provided learners with a knowledge of how Romans and Greeks communicated or thought in the past and that nine years of Latin was the greatest way to gain access to the global culture of the European intellectual elite. However, the cultural inclusion in the target language teaching was restricted to presenting the cultural achievements which touch on Big "C" art, literature, and civilization.

2.1.1.2. The Direct Method

In contrast to grammar-translation, the Direct method was developed in the late 80s and allows learners to be directly in contact with the target language without having to use their original tongue. Nonetheless, the primary goal of this technique was to improve students' oral conversational abilities, vocabulary, pronunciation, and fluency. Essentially, the cultural dimension was present within this approach, Rivers (1968) stated that by presenting cultural resources such as culturally themed visuals, learners can build cultural awareness of people's and countries' daily lives (cited in Omaggio, 1986). Besides that, the use of this method prioritized the teaching of history, geography, and daily life facets of culture (Larsen-Freeman, 2000). Nonetheless, this technique struggled of reaching the students' needs for developing sufficient cultural knowledge to become fluent throughout the target language.

2.1.1.3. The Audio-lingual Method

In 1960 this method flourished; it was mainly created to develop students' pragmatic skills and abilities. This method emphasized teaching culture, intending to increase pragmatic understanding of foreign language instruction. As a response, there has been a clear trend away from teaching Large C culture and toward teaching subjects and characteristics of everyday life (*small "c"*). Brooks (1986) simply emphasized that teaching culture is nevertheless teaching literature, rather than teaching the language. To say it differently, teaching culture has become increasingly important in foreign language classes. To clarify, culture was frequently taught in the audio-lingual technique through a body of scenarios and the background of dialogues that use colloquial language from the foreign entity. The students were expected to memorize important phrases and role-play

various social situations. As a result, they were successful in establishing some cultural norms and linguistic patterns.

2.1.2. Modern Approaches

2.1.2.1. The Communicative Approach

Sociolinguistics, which studies how language is used in society, received a lot of attention in the 1970s. As a result, the communicative approach emphasized communication within the cultural context. Henceforth, compared to prior target language teaching methodologies, the cultural dimension received greater attention and concern. For Canale and Swain (1980) using the communicative approach in a foreign language classes emphasized the integration of culture more than the grammar-oriented approach. Furthermore, this approach involves integrating culture in explicit manner. Teachers may use authentic texts based on real-life experiences and incidents, for instance: role plays that reflects people' practices and attitudes of their daily life, in restaurants, parties, ceremonies, funerals, vacations, schools, and so on.

2.1.2.2. The Intercultural Approach

Globalization is the age of tolerance towards different views, attitudes, and civilizations; individuals must understand not only their own cultures but also those of others. As a response, educators and scholars working throughout the domain of foreign language education encourage intercultural awareness in their classrooms.

The focus of learning is no longer to achieve communication skills in a foreign language, which refers to an individual's capacity to fluently, accurately, and appropriately use the target language. Although, this strategy focused on assisting students in developing their intercultural communicative competence, allowing them to communicate successfully and appropriately with the target language in the same way as native speakers would. For Kramersch "the intercultural teaching is to make learners understand why the speakers of two different languages act and react the way they do, whether in fictional texts or social encounters and what the consequences of these insights may mean for the learner" (2003, p.32). Consequently, this technique relies on the commonalities and contrasts the learners' local culture and the foreign culture in a way to promote students' intercultural knowledge. For instance, Kramersch and McConnell-Ginet (1992) emphasized that integrating the

intercultural approach encourages learners to convey attitudes both towards the target and their own cultures. Likewise, Corbett (2003) dedicated the implementation of the intercultural approach in foreign language classrooms as foreign language learners need to embrace the target culture's behaviors, attitudes, and beliefs in order to adequately comprehend and produce the foreign language. Thus, learning culture is not an elective activity, but rather a necessity. Teaching culture facilitates and promotes intercultural understanding.

2.2. The Importance of Teaching Culture in SL/FL Context

Due to the widespread recognition of the interconnectedness of language and culture, anthropologists and applied linguists have addressed the historical significance of introducing culture within the foreign language classes because of the acknowledgment of the intimate connection between language and culture. For the meantime, it is necessary to link culture to foreign language instruction. However, it is critical to emphasize the significance of culture in language instruction with the absence of cultural integration, teaching a foreign language with an excessive emphasis on language features such as grammar and syntax is insufficient. As a result, teaching a foreign language without regard for its culture may impair the learners' ability to use the language appropriately, we may conclude that including cultural components of language into the classroom will instantly aid learners in comprehending the foreign language, further; eliminate their difficulties in grasping, understanding, and adapting written or oral materials.

2.2.1. Culture in Foreign Language Setting

Anthropology, sociolinguistics, and applied linguistics strongly dedicate the great role of culture in the FL classroom. Henceforth, culture has got a great concern in the process and research. Atkinson (1999) experienced that teaching culture should take the main character in the language learning and teaching plot. The pedagogical support and implementation of culture in EFL classes come from the accordance and the acceptance of the inseparability of language and culture. Additionally, Wang (2008) added that "foreign language teaching is foreign culture teaching and foreign language teachers are foreign culture teachers". Moreover, Kuang (2007) stated that mastering a language is intimately connected to understanding a culture. Cultural knowledge is ingrained in a language; this knowledge has an impact on the learners' ways of using the language. Learning a foreign

language is more like a gateway that opens new possibilities through establishing links with other cultures.

In a similar sense, some scholars believe that foreign language teaching should have two fundamental goals: teaching the language and teaching the culture. Damen(1987) supported that language learning requires the implementation of the cultural dimension. Additionally, As a result of the connection of language and cultural learning, we can assume that language learning is cultural understanding, and that language teaching is cultural teaching (Nabi, 2017). According to Buttjst “Culture learning is actually a key factor in being able to use and master a foreign linguistic system” (cited in Nabi, 2017, p3 93). Goa (2006) asserted that language instruction is culture teaching because of the interdependent interdependence between language and culture. Gao added that FL instructors should be conscious of the significance of culture in the classroom and seek to develop learners' cultural sensitivity in enhancing their language proficiencies.

To explain how language is immersed in the culture and should be integrated with language teaching. Kramersch (1993) explained that “Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them” (p.1). Furthermore, learning a language apart from its cultural roots hinders its users from communicating appropriately with different socio-cultural contexts. Since the linguistic knowledge does not provide sufficient legal, religious, or social knowledge (Seelye, p.1976). A language learner must be culturally aware of the appropriate manners of addressing people, express thanks, give permission, and simply agree with someone in order to be fully proficient in the target language (Kranser, 1999).

Duranti's definition (1997) demonstrates the interconnectedness between language, the individual, and the community's culture. “Culture is something learned, transmitted, passed down from one generation to the next, through linguistic communication” (p.24). According to Liddicoat (2008) for the students, understanding the culture is equally essential as acquiring knowledge about the grammar and vocabulary of the target language. Likewise, Seidl (1998) showed the significance of culture in the setting of foreign language communication, since communication with FL demands more than

linguistic proficiency. She adds that “language proficiency is it in L1 or L2 is a matter of familiarity with commonly held norms and values which constitute meaning encoded in discourse structures” (p.102). Moreover, Tseng (2002) argued that proficiency in a foreign language necessitates cultural background knowledge about the target culture. That is, in addition to linguistic knowledge, intercultural communicative competence incorporates cultural knowledge, which enables the learners to comprehend how to act and react in social situations and contexts. Hence, the importance of cultural knowledge should be recognized by learners.

Tozun (2012) explains the importance of acquiring cultural knowledge by stating that “without cultural knowledge, communication problems may always arise” (p.18). Lili Dai (2011) stated that “the cultural factors become more and more important in English teaching” (p.1031). Additionally, within the same page she argued that “The purpose of language learning is to equip learners with as much knowledge as possible. Language learning is a process of developing the awareness of the world, and learning cultural knowledge is an important way for us to enrich learner’s knowledge” (p.1031). Accordingly, the super goal behind developing learners’ cultural knowledge is to help them to grasp the language in the appropriate context.

2.2.2. Culture and Vocabulary

Although language conveys culture, cultural distinctions are immediately apparent in the language’s vocabulary. Since, the words represent sentiments, ideas, emotions, thoughts, etc. Teaching vocabulary in foreign language classes is fundamental. Teachers should give teaching vocabulary more importance in their FL classes; however, they may face some difficulties in explaining vocabulary units that embody the cultural features and meaning. According to Richards and Rodgers (2001) express that “It is often a challenge to teach vocabulary because English has one of the biggest vocabularies of all languages, and it can be very confusing for non- English speakers to master. Using vocabulary inaccurately is incredibly noticeable to anyone whose first language is English, although, it does not change the meaning of your text, it does weaken it” (p.10). Culture is deeply rooted in the vocabulary of the language; explaining vocabulary will help the learners to discover cultural differences between their native language and the target language. For instance, the meaning indicated by colors is different from one culture to another. The white color represents purity and honesty in most western societies; while it represents a

weakness in Chinese culture. Henceforth, they dress in white in their funerals. Understanding the appropriate meaning of the words implies also cultural knowledge behind their significant composition (Choudhury, 2014). Indeed, the extent of color jargon in specific languages has been compared to the cultural, social, and technological difficulties (Wardhough, 2006). Additionally, explaining vocabulary may reflect the target culture.

2.2.3. Culture and Language Skills

2.2.3.1. Culture and Listening Comprehension

Generally, learners of FL encounter many difficulties in developing their listening comprehension skills. During listening to real-life scenarios such as listening to music; watching movies, podcasts, vlogs, YouTube videos, chatting with native speakers using social media means. Henceforth, many FL learners face problems in comprehending what they listen to. This difficulty is due to many factors; nevertheless, cultural knowledge is one the most influential reasons that can influence students listening comprehension of the foreign language. According to Choudhury (2014), even though listeners clarify the lexical meaning of words, they still cannot reach the meaning of the listening passage, as they lack the necessary cultural background knowledge.

Underwood (1989, p.17) explained that “when students who are engaged in listening encounter unknown lexis it can be a dropped barrier causing them to stop and think about the meaning a word and thus making them miss the next part of speech”. Harmer (2001, p.205) explained that “normal, the natural language used by natives... This is what our students encounter or will encounter in real life if they come into contact with target-language speakers”. This suggests that understanding a piece of discourse does not rely only on language knowledge; cultural background knowledge is also required. Within this regard, Kramsch (1993) strongly dedicated this understanding as she stated “Every time we speak; we perform a cultural act” (cited in Maouche 2017, p.04). Accordingly, second language listening instructors should be aware that in every English listening material there are some culture-bound words and expressions. That to say, the teachers are required to present some cultural information within listening comprehension classes in order to develop their ability to connect the textual information to cultural background knowledge for effective comprehension. Although, the target culture understanding allows

FL learners to communicate successfully and adequately in various circumstances. Rather than transcribing sentences from their language, they can understand, express, and employ suitable words in the proper context with the foreign language.

2.2.3.2. Culture and Reading Comprehension

Likewise, in the listening comprehension process learners face problems as a result of their lack of cultural background knowledge in reading comprehension ability. For Harmer (2001) “when we see a written, our schematic knowledge may first tell us what kind of text genre we are dealing withknowing what kind of a text we are dealing with allows us to predict the form it may take at the text, paragraph, and sentence level. Keywords and phrases alert us to the subject of a text, and this again allows us, as we read to predict what is coming next” (Harmer, 2001,p.200). Eventually, having cultural background knowledge may help the students to interpret and comprehend the reading passages. Second language literary texts reflect individuals’ beliefs, attitudes, and perspectives. As a result comprehension of literature in second language instruction is determined by one’s cultural background knowledge. Consequently, Palmer (1996) mentioned that “cultural schemata involve rituals like funerals, weddings, national holidays, and a host of other cultural phenomena. In this path, students belonging to different cultural groups may interpret the same text differently” (cited in Bensalah & Gueroudj; 2020, p.386)

2.2.3.3. Culture and Speaking

The aim of teaching FL is to produce fluent, adequate, and effective language speakers. Apparently, students of FL may face difficulties in developing their speaking skills according to their unaware of the associated cultural settings in which the language exists. Harmer (2001) exemplified that “when people with similar cultural and linguistic backgrounds get together, they speak to each other easily because they know the rules of conversation in their language and their shared culture” (p.246). Consequently, foreign language teaching classes should present natural speech and authentic situations which reflect reality and daily life speech patterns. Thus, to help them communicate “effectively and appropriately” (Deardroff, 2009, p.67). Accordingly, during a conversation learners should be conscious of the socio-cultural context settings. In this regard, one among scholars Kramsch (1993) justified her support to using authentic materials clarifying that

“authentic texts require participants to respond with behaviors that are socially appropriate to the setting, to the status of interlocutors, the propose, key, genre, and instrumentalities of the exchange and the norms of interaction agreed upon by native speakers” (pp.177-178).

2.2.3.4. Culture and Writing

Writing is a skill that not everyone retains. Teaching writing in the classroom, whether EFL or otherwise, is vital to guarantee that our kids are prepared for life outside of the classroom setting, which is typically intellectual. Plenty of our EFL learners suffer from writing in English, but many teachers are unaware that the problem is more than just a matter of syntax and vocabulary. In fact, a student’s capability to write in English can be influenced by their cultural background. This is notably true in formal texts, but it also applies to other types of writing. So EFL learners have to spend effort not only to learn grammar and syntax, but they learn how to frame their ideas using their cultural background knowledge as if they did not have sufficient cultural background knowledge; their thoughts may be misunderstood, ambiguous, and unreasonable. Henceforth, writers may have a bad impression of their writing; even though their ideas were grammatically and syntactically correct.

Teaching FL writing requires some cultural information. Since writing reflects the close relationship between linguistic and cultural knowledge. Harmer (2001) dedicates that the learners may find difficulties in writing genres “write to each other obey certain conventions. Such rules and conventions are not written down anywhere, nor are they easy to define. But at some cultural level, our shared schemata help us to communicate with each other successfully” (pp-246-247). Language skills are likely to be social skills; as language is intrinsically liked to a society.

2.3. Goals of Teaching Culture in SL/FL Context

Culture should be integrated into the FL curriculum. Accordingly, Peterson and Coltrane (2003) asserted that culture must be included as a highly required constituent of language learning. The National Standards for foreign language learning (1996, 2006) establish two cultural academic goals: number One, cultural teaching was regarded for teaching the cultural practices; while the second one stressed the products (such as food, books, music, games, and laws) that are coined to the social perspectives. Besides, The National Standards for foreign language teaching (1996, 2006) noted that Big “C” Culture

and Little “C” should be introduced together. Stern (1993) outlined three possible scenarios in which culture can be taught:

1. Culture is taught in language courses, where students are physically and often psychologically removed from the reality of the second culture. In this case, culture teaching provides background and context and helps the learners visualize reality. This seems to be the most common situation for teaching culture in many countries where there is no access to the target language’s native speakers.
2. Culture is taught in a situation, which prepares a student for a visit or work in a new environment. Even though the student is physically far away from the culture, he/she is psychologically better prepared and also more motivated to learn.
3. Culture is taught in the cultural setting (e.g., to immigrants, students studying in a target language community). In this case, students need more help to come to terms with the foreign environment to avoid cultural misunderstanding.(p.223)

According to Stern (1992), teaching culture in foreign languages classes focused on developing students’ awareness towards the target culture’ features, as well as the discrepancies between the foreign culture as well as the learners, own home culture. Also to focus on addressing the socio-cultural dimensions of language; to develop students’ enthusiasm, intellectual ability, and tolerance towards the target culture’s attitudes, beliefs, practices, and perspectives. In the same regard, Tomalin and Stempleski (1993) suggested that culture should be taught to learners to ease students in their foreign language learning. They also summarized the main tasks of implementing culture in FL classes; as follow:

- To have a better grasp of how all people are influenced by their surroundings;
- Gain a deeper understanding of how socio-cultural variables such as people living period, sexuality, socioeconomic divisions, and living region shape the way people talk and act.
- To have a better understanding of how people in the cultural context behave in everyday situations.
- To improve their understanding of the cultural meanings of linguistic forms and expressions in the target language
- To acquire the opportunity to improve for collecting and synthesizing information regarding culture.

- To arouse students' sense of wonder about the target culture and to foster compassion for the people who live there.

To accomplish the aforementioned objectives, SL/FL instructors must understand how vital it is to integrate the cultural factor in the SL/FL curriculum; they must also present cultural elements to their students in a fruitful way in their classes. The following section will elaborate on this.

2.4. Techniques and Approaches of Integrating Culture in foreign language classrooms

In the FL context, an approach is more like the ideology, theory, and values that underpin a specific set of instructional practices (Richards & Schmidt, 2002). Throughout the history of integrating culture in FL classrooms, many approaches emerged. These approaches can be divided into two main types: The mono-cultural approach, and the comparative approach. The first one aimed to focus mostly or exclusively on the target culture of the target studied language. For the second one, the focus is primarily on the comparison between cultures, the student's native culture, and the target culture.

2.4.1. Common Approaches

2.4.1.1. The Mono-Cultural Approach (Foreign-Cultural Approach)

In this approach, culture is presented through courses on the foreign culture of the foreign language; in a broader sense, the teachers do not mention the learners' native culture. As a reason nowadays this approach is considered inadequate. Since intercultural communicative competence is aimed on learn cultures, the student's home culture, and the target culture. As been explained earlier, this approach focuses primarily on teaching aspects related to the target culture such as history, geography, literature, daily life and routines, education, ...etc. it does not deal with the students' own source culture, even more, the relation between students' own culture and the target culture is not mentioned. It was increasingly used until the 1980s. It is considered as one of the main approaches of integrating culture, it lacks only the focus on students' own culture.

2.4.1.2. The Comparative approach

As the headline suggests, in this approach teaching culture was through a comparison between the aspects of the students' source culture and the target culture. Buttes and Byram (1991) assert that rather than delivering students with information about the target culture. Hence, it is vital to present knowledge about the two: target culture and home culture in foreign language classes in order to develop students' familiarity with their culture and the foreign culture. Therefore, Byram and Planet (2000) explained that the comparative approach aimed on comparing the students' native culture and target culture but not in judgmental or evaluation sense, but in the sense of enhancing students' cultural understanding. They add that the comparative approach aimed on explaining the familiar making it simpler to review. Instead, students learn that there are many ways to do things and that theirs is not the only one. So the comparative approach requires evaluation, but not in terms of comparison with something better, but of improving just what is too familiar and unfamiliar.

2.4.1.3. The Intercultural Approach

This approach has been thoroughly recognized since the 1980s; teaching culture was stressed in this method through the comparison of international cultures, moreover teaching the target culture focuses mainly on the relation between students' main culture and the target culture. It develops students' awareness about their own culture and the students' target culture. As a result, it enhances students' intercultural communicative competence which enables the students to communicate fluently and appropriately with the target language. Although, Risager (1998) believed that this technique is unsatisfactory since it obscures the true multicultural essence of almost all living nations, and she also advises teachers to adopt the multicultural approach.

2.4.1.4. The Multicultural Approach

Numerous cultures exist in this society, founded on the assumption of cultural diversity. In this approach, the focus is also based on the comparison between the linguistic diversity of the students' own country and the target country.

2.4.1.5. The Trans-cultural Approach

In this approach, the target language has seen as an international language. So the aim of teaching the target language should fulfill the needs for international communication. Accordingly, Culture teaching here is more about discussing universal topics. Additionally, this approach denies any connection between language and culture. Further to these above-mentioned approaches; there are other different approaches based on a comparison between the cultures

2.4.1.6. The Theme-Based Approach (Topic-Based Approach)

In this approach, teaching culture is emphasized through themes such as ceremony, love, realism, family, freedom, religion, and education. Nostrand (1974) describes the theme as “an emotionally charged concern, which motivates or strongly influence the cultural bearer’ conduct in a wide variety of situation” (cited in Seelye 1993, p.133). As stated that themes can successfully enrich students’ target culture familiarity levels. Wiśniewska-Brogowska (1994) stated that Topic- based approach draws on teaching culture by bringing life to the classroom to develop a more comprehensive integrated understanding of the target culture (cited in Hui, 2010, p.116). Although, Understanding the people who speak the language, their practices, perspectives, and values to develop students’ cultural knowledge and motivate them to learn both the language and the culture.

2.4.1.7. The Three Ps (Products, Practices, Perspective) Approach

The Standards for Foreign Language Learning (1996, 1999, and 2006) suggest teaching culture through the “3Ps” model that reviews “how the products and practices are derived from the philosophical perspectives that form the world view of a cultural group” (National Standard in Foreign Language Education Project, 1999, p. 47). Besides, the majority of recent studies on integrating culture in foreign language classrooms have surveyed that teaching culture is aimed at teaching the products, practices, and perspectives of the target culture (Klein, 2004; Moore, 1996). According to the recent National Standards in Foreign Language Education introducing (2015) introducing culture in the FL classes to supply “examples of learners using language to investigate, explain, and reflect on the three Ps of Culture “practices, products, and perspectives” (p.72). This cultural framework triangle explains how cultural products, practices, and perspectives are

intertwined. Thus, this later helps the teachers to notice the relationship between the three, so they can design their syllabuses, lessons, activities, and assessments.

Within this approach, the students will develop their cultural knowledge which constitutes the Big “C”, and small “c” cultural aspects. For cultural learning, the 3Ps approach allows the teachers to use different materials and resources such as literature, newspapers story much as they are appropriate (Lange, 1999). Besides, this approach “helps teachers tie together the disparate knowledge about products and practices while helping students begin to relate products and practices to perspectives and acquire a deeper understanding of culture overall” (Dema & Moeller 2012,p, 79) . Foreign language learners can achieve a better knowledge of the target culture. Learners can achieve a better knowledge of the culture they are studying by engaging across multiple sets of the three Ps.

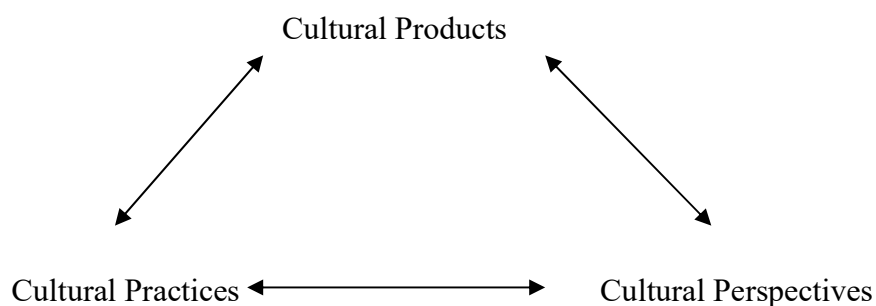


Figure 2.1: The 3Ps Cultural Framework.

The National Standards Collaborative Board (2015) highlights the necessity of elucidating the interconnections between the three aspects practices, products, and perspectives. “Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied” (National Standards Collaborative Board, 2015, p.1).

2.4.2. Common Techniques of Teaching Culture in SL/FL Context

Within the context of teaching SL/FL, there are a variety of techniques have emerged. Damen (1987) and Stern (1992) elaborate on a listing of some of the most typically employed teaching strategies within foreign language classrooms. Occasionally, teachers should be aware of relevant techniques for promoting learners’ linguistic competency and cultural understanding. The teachers may use many teaching culture

methodologies including authentic materials environments, culture assimilators, cultural capsules and clusters, role plays, and group discussions.

2.4.2.1. Culture Assimilators

They are more similar to a series of crucial occurrences that usually represent a cross-culturally challenging circumstance that may be misconstrued or provoke a cultural conflict. In this technique, the learners read the incident description, and then the teacher delivers four clarifications of the meaning of the practices, or words from the target culture. After that, the learners chose the appropriate clarification among the four possible attributions (Stern, 1992). Within the same regard, Paige (2004) maintains that culture assimilator helps the learner to draw conclusions that are identical to those reached by individuals of the foreign culture. Literally, using culture assimilators in foreign language classes helps the learners to establish sufficient and efficient cultural knowledge. They are enjoyable to read, and they engage the learner in cross-cultural issues (Seelye, 1993).

2.4.2.2. Culture Capsules

Taylor and Sorensen (1961) were the first to develop this technique. Cultural capsules are brief explanations of common cultural scenarios of the foreign countries. During the use of this activity, the teacher presents a brief description of the target culture's customs, beliefs, attitudes, traditions,...etc. The learners here were asked to answer a set of comprehensible questions. Following the presentation of the material, a debate of the discrepancies between the learners' native culture and the foreign culture is held. According to Chastain (1988), they are tasks that keep students actively engaged in the debate. Peck (2016) called cultural capsules as "*culturgram*"; he adds that "Culturgram about different countries, and which are divided into different sections such as food, lifestyle, traditions and the like" (p.1)

2.4.2.3. Culture Clusters

The Culture cluster consists of three or more culture capsules that are associated with the same theme. They are generally presented in approximately 30 minutes by the teacher in successive lessons, by the end of the lessons the learners were asked to perform role-play activities. To illustrate this, Meade and Morain (1973) gave an example of (*A French country wedding*). Within this cluster, the students will be introduced to four

capsules that provide information about the French wedding practices and traditions (Chastain, 1988, p.310). Basically, through this method teachers can involve the students in preparing the capsules for helping them to foster their cultural understanding of the target culture.

2.4.2.4. Group Discussions

In general, group discussions are recognized as a beneficial way to teach culture. Teachers use this strategy by dividing the class into small groups to explore and interpret the target culture's behaviors, morals, attitudes, beliefs, and so forth. As a result, rather than lecturing directly, the teaching culture process should be founded on learners' participation in discussions.

2.4.2.5. Cultural Asides

The teacher uses the cultural aside technique to provide casual knowledge on a feature of the foreign culture. Typically, the information offered is unplanned and brief. The main benefit of this technique is that it is quick and easy to implement, as well as provides authenticity. Its' benefit is that it promotes the development of cultural content for language phrases while also assisting learners in constantly making links that are similar to those generated by native speakers. However, the drawback comes from the jumbled and imprecise cultural knowledge introduced with this technique.

2.4.2.6. Culture Quizzes

Generally, this technique is used for assessing the students' level of cultural understanding which has been learned throughout their foreign language classes. Henceforth, the important thing is arising students' interest to provide the correct answer rather than their appropriate answer. The teachers provide the correct answers by employing listening or reading. In other words, the instructors provide the students with cultural knowledge, and then ask them comprehensible questions; to see to what extent they build cultural knowledge of the target culture (Cullen, 2000). It makes little difference whether students acquire the correct answer or not; by guessing, they will be more motivated to find out. The teacher can deliver the correct answers accompanied by reading, listening, or watching a video, following with additional details can be provided. Tests are high-intensity practices that encourage learners to participate.

2.4.2.7. Authentic Materials

Authentic materials are linguistic resources that were created to be utilized by native speakers and not by language learners. Using authentic materials in the language classroom has several advantages. Learners are exposed to “actual” collocations, which assist in the development of a larger vocabulary. There are now requirements stating that the language employed should be authentic. Language learners who are exposed to authentic materials are better able to keep up with current events around the globe. These mentioned resources are often used to assist learners in realizing that the target language is naturally used by society members to satisfy their daily life needs by which the learners will be stimulated to learn both the target language and also aid them to be familiarized with the target culture aspects. Indeed, these resources assist learners in recognizing the fact that the target language is used beyond their foreign language classrooms by society members, which fosters language acquisition and promotes their cultural knowledge towards the target culture.

2.5. Cultural Knowledge in EFL Classes

Cultural Knowledge is the knowledge about the norms, values, symbols, and so on; it includes the codes and information that explain how and why people behave in a certain manner. According to Alptekin (1993) “This knowledge is organized in culture-specific ways which normally frame our perception of reality such that we largely define the world through the filter of our world view” (p.136). Additionally, other facts that can be used to explain why individuals are doing and reacting to certain situations can be included in cultural knowledge. Understanding the financial, governmental, psychological, and institutional aspects of culture will aid us in comprehending the motives for people’s decisions. Mahadi & Jafari (2012) describe culture as “socially acquired knowledge, as the knowledge that someone has under his being a member of a particular society” (p.233). It simply represents the knowledge of a certain group of people’s products, practices, and perceptions.

Cultural knowledge is related to communication, as Gudykunst, et al (1995) explained that cultural knowledge is essential for better communication. They added that communicating with others implies prediction and anticipation at a certain level. Apparently, these levels differ according to the background knowledge level of the

speakers. This background knowledge comes from three different sources. Firstly, it comes from cultural knowledge, which could be the primary material provided while communicating with foreigners. Secondly, it is generated from socio-cultural factors. This source of knowledge pertains to the interlocutor's social group or occupation. Thirdly, psycho-cultural information is crucial; this information is linked to the unique qualities of each subject. Therefore, for successful communication, all three forms of information are expected. Furthermore, Rising and Carbonell (2006) claimed that “Knowledge and communication are two parameters which are intrinsically linked; the higher the level of knowledge, the greater the level of communication, but, at the same time, from a different angle, the greater the communication, the more knowledge increases. In other words, communication allows us to decode many of the aspects that intervene in different civilizations”. (pp, 07-08). As a result of their lack of cultural awareness, FL learners may be unable to interact efficiently in the target language.

Peck (1984) explained the concept as “Knowledge of the codes of behavior of another people is important if today’s foreign language student is to communicate fully in the target language. Without the study of culture, foreign language instruction is inaccurate and incomplete. For FL students, language study seems senseless if they know nothing about the people who speak it or the country in which it is spoken. Language learning should be more than the manipulation of syntax and lexicon” (p.1)

Additionally, Cherdnichenko et al (2011) explained that “the forms of address, greeting, formulas, and other utterances found in the dialogues or models our students hear and the allusions to aspects of culture found in the reading represent cultural knowledge” moreover Gestures, body movements, and distance maintained by speakers (p.307). even though Tomalin (2008) asserted that in ELT, teaching culture should encompass cultural knowledge (knowledge of cultural institutions, Big C), cultural values (the “psyche” of the country, what people think is important), cultural behavior (knowledge of daily routines and behavior, the little c), and cultural skills (the development of intercultural sensitivity and awareness, using English language as the medium of interaction)” (Mouhamed, 2020, p.24). Furthermore, Lessard-Clouston (1997) explained those L2 students’ demands to improve understanding of the target language and FL culture, according to the author. Furthermore, students must establish some culturally acceptable communication and conduct skills for the target culture.

Explaining how cultural knowledge is important in the process of FL teaching; According to The National Curriculum for England and Wales *DES*(1990) “ A growing awareness of the culture of the people who speak the language of study is intrinsic to the learning of it(...) Without the cultural dimensions, successful communication is often difficult: comprehension of even basic words (...) may be partial or approximate, and speakers and writers may fail to convey their meaning adequately or may even cause offense (...) comparisons between the learner 's way of life and that of the other language community are an essential means to a better understanding of both” (p.37). Furthermore, Bakhtiarvand and Adnevand (2011) claimed that culture is “an inseparable part of the way in which we live our lives and the way we use language, [and] an important requirement for learning spoken English is the acquisition of cultural knowledge”

Cook (2003) outlined that “The successful interpretation of language (spoken or written) in a context depends upon the degree to which the participants share conventions and procedures, including those related to paralanguage. Such conventions and procedures together with the values and beliefs behind them are elements of cultural background knowledge...” (p.52). For, Jamasbi & Bagher (2017) “that knowledge of culture plays a major role in understanding a language” (p.20). According to Ellis (1990), students who are engaged in the social and cultural life of their own country are more likely to learn a foreign language than other students, and as a result, students should be given support to help them gain the necessary cultural knowledge. Grundy (2008, p. 228) illustrates the impact of culture on the transference of meaning. Through a discourse of both him and his who are both from the same cultural background and share the same conventions:

B: When will you be back?

P: I should be back by eight but you know what trains are like.

In this abovementioned example, Grundy (2008) illustrated that since the interlocutors share the same cultural background knowledge. Although, the second speaker “P” knows that speaker B is familiar with what does “*what trains are like*” means. Otherwise, this answer might not make any sense if the two speakers don’t share the same cultural knowledge about trains. For instance, for interpretations to be adequately imparted, the communicator must draw inferences about the listener’s intention. In this case, a lack of cultural knowledge makes it difficult to comprehend conversations, resulting

miscommunication. This, according to Thomas, is referred to as “pragmatic failure”. He defines it as “...the incapacity to comprehend what is being stated” (Thomas, 1983, p.92). Although, speakers incorporate cultural characteristics into their assessments of verbal and non verbal communication, that might be difficult to comprehend for people from diverse cultural backgrounds, as far as they lack cognitive capabilities and miss the resources in the context.

2.5.1. Cultural Knowledge Components

The term “*Cultural Products*” varies from individual objects, artifacts, such as art, architecture, literature, and music (Moran, 2001). The “*Cultural products*” can be physical (tangible) such as (e.g., literature, art, painting, forms of discourse, music, etc), or non-physical (e.g., educational system, political system, traditions, media, and so on). The “*Cultural practices*” are socio-culturally acceptable patterns of behaviors and interactions such as greetings, Laffayette (1988) describes cultural practices as “what to do where and when” (p.231). Furthermore, Byrd, et al (2011) pointed out that “They are the knowledge that members of that society have that dictates what, when, and where to perform specific tasks” (p.8). The “*Cultural perspectives*” regarded as common beliefs, values, ideas, assumptions, and attitudes that are shared by the same cultural group. For instance: personal privacy, friendships, social distance, social relationships, the importance of independence, etc. With a reference to three cultural knowledge components, Tang (2009) mentioned that “different components of culture are intertwined: they embody each other, complement each other, and together signify a unified body of ideas, values, and practices that distinguish people of one cultural community from those of another” (p.86). Therefore, the cultural perspectives shape and justify the cultural products, and practices of a certain cultural group.

2.6. Challenges and Limits of Classroom Instructions

Incorporating cultural learning activities for foreign language programs is not an easy task. It also presents some possible challenges. To start with problems related to teachers; not all teachers integrate culture in their classrooms as they lack time, knowledge effort, and confidence to teach culture. Consequently, some teachers may not give importance to teaching culture (Gonen and Saglam, 2012). However, the teachers justify this ignorance of the significance of culture in SL/FL classes as a result of the limited time

they have. Therefore, teachers ought to teach the linguistic structures rather than promote students' cultural knowledge. Gonen and Saglam (2012) stated that "teachers feel they do not have enough time to talk about cultural elements in their teaching practices due to the overcrowded curriculum" (p.28). Sercu (2006) explained that some teachers do not address culture in language classrooms because there are other priorities, and there is not enough time to integrate it as the overcrowded of the curriculum. This may impede them from fully addressing the target culture in the EFL course. An integrated approach to language instruction, which integrates culture and language training through texts, examples, tasks, and courses, could be a solution. In this respect, Tran and Dang (2014) suggested two types of teachers: those (including culture) and those (excluding culture) into their SL/FL classes. In addition to these problems, the course designers do not give much attention to culture teaching.

Robinett (1978) also asserted that "most of the emphasis has been on practicing a grammatically correct language, while it should be on which of the correct forms are appropriate in a given situation" (as cited in Ziad, 1999, p.112). In nutshell, teachers avoid teaching culture in their classes, even though; there are a lot of risks that might appear as a result of this avoidance. Another issue is students' perceptions towards teaching culture. It is not always realistic to expect learners to respond favorably to everything they are exposed to. Instead, they may believe that learning about a culture that is vastly different from theirs poses a threat. These negative attitudes may trigger student confusion, tension, anxiety, and other feelings that a learner feels as a result of discrepancies between his or her own culture and those of the target language group. To avoid this the teachers have to create a comfortable classroom atmosphere in which their students appear to construct and employ their own personal "third culture" to express their meaning in addition to the meanings created by their own or the target language community (Kramsch, 1993). Additionally, teachers can help students cope with their negative views toward foreign languages and cultures. Teachers should assist students in expanding their cultural barriers and expanding their experiences. As a result, rather than dismissing preconceptions, learners are expected to investigate them with the guidance of their teachers. They should employ tactics for discovering and comprehending 'others,' and they should focus on the complexity of other cultures, which is sparked by the desire for culture learning (Dlaska, 2000)

Another challenging point, is that teachers of FL are foreign users of the language and they do not have the appropriate cultural knowledge, according to Laivenece (2016) “teachers themselves may lack the opportunity to experience the culture they teach, thus they may fear they do not know enough about target culture and this makes them afraid to teach it” (p.25). Teachers also should be culturally aware of the disparities and resemblances of the students’ source culture and the target culture. Additionally, they lack the capacity of teaching culture as they lack adequate training as far as there is little or no any kind of systematic teaching culture well-planned pieces of training devoted to teaching culture. Additionally, many teachers know that they lack the cultural expertise to discuss culture with their students without fear of offending those (Gonen & Saglam, 2012). To a significant extent, this is correct. Having a limited understanding of the target culture while being required to teach becomes a dilemma that undermines the trust that we, as instructors, should have when teaching. As a result, we may simply assume that they lack sufficient training, and that they prefer to teach what they know, which, in most cases, takes the shape of, which are simple to teach and learn.

Gay (2002) explained that “effective teaching requires mastery of content knowledge and pedagogical skills” (p.106). Moreover, the instructors need to be adequately equipped with cultural knowledge to create culturally based classrooms. Howard (2006) said that “we can’t teach what we don’t know, and we can’t lead where we don’t go” (p.6). Within the same vein, teachers also lack a culturally designed curriculum; Deardorff (2009, p.69) explained that integrating culture through the use of culturally-based curricula through “bringing an intercultural and global dimension to student’s educational experiences”

Toomey (1999) claimed that there are three main challenges such as the discrepancies in basic assumptions, moral standards, and contextual social rules between the home and host cultures; the loss of highly prized visuals of the home cultures—all those recognizable illustrations that defined a newcomer’s once commonly associated identities have disappeared completely; and the foreigner degree of community ineffectiveness in replying effectively and appropriately to the new setting.

As a result teachers must incorporate culture into their instructional strategies; nonetheless, a common conclusion is that the current implementation of teaching a second language has shifted little throughout the last half-century, and is still controlled by

teaching grammar (Kramsch, 1993). Although, researchers should emphasize how FL instructors will manage with this challenging and complicated concept “*culture*” in their classes.

Conclusion

In conclusion, teaching culture has various advantages for language classes. It can help students improve their language skills. Needless to say, cultural instruction is an important complement to language instruction, since it allows students to enjoy language study. Learning about the culture of the target language can help students understand the language better and expand their comprehension abilities. Learning target-language culture may, without a doubt, strengthen students’ comprehension of the world and foster cultural sensitivity.

This chapter attempted to justify the importance of incorporating culture as an intrinsic component in the foreign language curriculum by stating that decision-makers, syllabus designers, and teachers should first establish clear goals and objectives for incorporating culture into EFL training. They should also offer and deliver appropriate content to learners aiming to enhance teaching and classroom debate. They must also employ appropriate methods, tactics, and approaches for teaching foreign culture, taking into account the students’ age, level, and tolerance.

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Chapter Three: Second Language Listening Comprehension

Introduction

This chapter presents an overview of listening comprehension in foreign language instructions and tent to explain how it is related to schema theory which is emphasized through students' cultural background knowledge. This chapter includes three sections. In the first section, we start by clarifying the difference between hearing and listening. Then, distinguish between First language and second language listening comprehension. The second section explains why and how listening comprehension is presented in foreign languages classes, and also informs the reader about listening comprehension activities and challenges. The third chapter explains the theoretical framework that supports the existence of the research problem, as well as explaining how cultural knowledge may help the students to enhance listening comprehension.

Listening is regarded as one of the very used communication abilities. Within the classroom setting, learners are confronted with a variety of listening scenarios as they have to listen carefully to lectures and class discussions to retain knowledge. Unfortunately, listening is not paid attention due to the absence of organized instruction, training, time, and materials. According to Rebecal (1993) "listening is a fundamental language skill, but it is often ignored by foreign and second language teachers". Notwithstanding the necessity of listening in language courses, many EFL programs still overlook listening and focus solely on writing and speaking abilities. Even though, learners find themselves unable to comprehend direct speech, songs, dialogues, or even recorded texts as a result of many reasons such as native speakers' speech rate, accent. One other major reason is the students' lack of cultural knowledge. In this chapter, the researcher attempts to investigate the impact of cultural knowledge on students' listening comprehension.

3.1. Defining Listening in SL/FL Context

3.1.1. Listening Vs Hearing "*From a passive to an active skill*"

Before starting defining listening, we have to distinguish between "listening" and "hearing". Listening is not simply hearing; as it is a more complex activity that demands much attention and comprehending the intended message. Stephen (1998) summarized the main difference between listening and hearing by claiming that hearing "involves the vibration of sound wave and our eardrums and the firing of electrochemical impulses from

the inner ear to the central auditory system of the brain, but listening involves paying close attention to and making sense of, what we hear”(p.56) . From this, we conclude that both listening and hearing involves discriminating sounds, the only difference is in the intention (Rost, 2002). Underwood (1989) asserted that “Although we may appear to be inactive while listening, we must engage in the activity of constructing a message to be described as a listener. Therefore; hearing can be thought of as a passive condition, listening is always an active process” (p.65). Also, Dunn (2004) distinguished between hearing and listening by claiming that hearing is devoted to everything that is received by the ear; while listening is the process of paying attention to hear something with thoughtful attention. In brief, the researchers of this study thought that hearing is an effortless process; listening refers to an interactive process that requires conscious attention to interpret a comprehensible meaning.

3.1.2. First Language Listening vs Second Language Listening

We start listening as babies or even before, thus through social interaction we learn to speak; it is so easy in terms of the first language because we unconsciously acquire the cultural background knowledge needed to understand what we listen to; while in second language we just learn the linguistic rules without paying attention to the cultural knowledge of the second language, even more, we do not realize that the difference between cultures may cause problems of misunderstanding and misinterpreting.

There is no much straight research on second language listening comprehension; listening comprehension is an individual process as Bostrom (1990) explained that the ability to receive and retain aural information varies among from one other. Accordingly, Schwartz (1992) explained how far listening comprehension is an individual phenomenon as it is influenced by many factors as “Non-cognitive factors such as affective meaning, situational and cultural factors, physical settings, nonverbal signals, and motivational and attitudinal factors mediate the listening processes” (Schwartz, 1992, p.28).

3.1.3 Listening Comprehension “The forgotten Skill”

Traditionally speaking, listening was usually recognized as a passive process (Morley, 1990). Nevertheless, many scientists and researchers have recently agreed that Listening is an active process that entails deciphering understanding from a constant stream of sounds (O’Malley et al., 1989; Purdy, 1997; Vandergrift, 1998).

Chastain (1988) called “listening a forgotten skill”. According to Brown (2001), listening comprehension is an interactive process. The word “listening” may have a lot of meaning according to different scholars. Similarly, Purdy (1997) asserted that it is “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings” (p.8). Wolvin & Coakely (1985) proposed that second language listening comprehension refers to the way of obtaining, placing emphasis on, and ascribing meaning to acoustic inputs. Therefore, the listener contributes his/her linguistic competence as well as his/her background knowledge, cognitive abilities, and their interrelation with the speaker in order to successfully interpret the aural input. According to Anderson and Lynch (1988), “understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means”(p.6). However, Underwood (1989) described listening in a more simplified manner, “the activity of paying attention to and trying to get meaning from something we hear” (p. 1). Furthermore, Nunan (1997) describes listening as a “Cinderella skill in language learning” (p.47)

Understanding what we listen considered the most complex cognitive process in our brains, it does not only depend on the speaker; the listener is also a participant in the process. According to Anderson and Lynch (1988), “understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means”(p.6). As a native speaker, listening comprehension is described as the capacity to receive and comprehend words appropriately. Mendelssohn (1984) believed that it is “the ability to understand the spoken language of native speakers.” (p.64). One more clarification offered by Vandergrift (1999, p. 168), he defines LC as “a complex active process in which the listener must discriminate between sounds understand vocabulary and grammatical structure, interpret stress and intonation, retain what was gathered in all the above, and interpret it with the immediate as well as the larger socio-cultural context of the utterance”. This statement clarifies the complexity of listening comprehension by which is split up into related sub-stages; starting by distinguishing sounds and understanding words grammatically, and lexically to

interpreting stress and intonation to end with an understanding of the intended meaning of the (socio-cultural context).

Purdy (1997) underlined the difficulty of listening by stating that “active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings.” (p. 186). Listening comprehension is a sophisticated activity in which listeners can infer the intended content of new material, anticipate conclusions, clarify the context, identify specific facts, and determine the main ideas, and supporting details represented in the text using knowledge from the acoustic content. (Amin, et al.; 2011). Additionally to Gilakjani and Ahmadi (2011), listening comprehension deemed as constructive activity by which individuals consider closely specific components of perceptual information, and correlate what they listen with their background knowledge. Along with this, Wang (2011) described listening comprehension as “an active, complex, and constructive process” (p.1164). Listeners impart in erecting the denotation of the oral stimuli. Comprehension of oral texts in a second language context is considered to be a complex and important task, listening comprehension is one’s ability to interpret and understand spoken language. Paulston & Bruder (1976) stressed that “Comprehending the spoken from the target language is one of the most difficult tasks for the second language learner” (p.127).

O’Malley, Chamot, and Kupper (1989) claimed that “listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and existing knowledge while relying upon multiple strategic resources to fulfill the task requirement” (p.19). Additionally, listening comprehension is a sophisticated multi-task activity whereby the listener should first differentiate between sounds, second; comprehend lexical and language structure, third; perceive stress and intonation, forth; preserve what has been understood, Finally, interpret instantaneously in relation along with the socio-cultural context of the speech (Vandergrift, 1999). Seemingly, listening comprehension is a four-stage process: first, the listener absorbs the uttered words in the actual time of speaking. Second, comprehend the grammatical and syntactic data contained in the aural text. Third, understand the general and the details ideas presented within the oral text. Forth, draw explicit or implicit interpretations in the text (Buck, 2001). Additionally, Bostrom (1990) described listening comprehension as a “unique ability” (p.12). In which it developed separately from other language skills.

Buck (2001) emphasized that listening comprehension is a multi-task activity that requires active engagement. He also adds that it is:

“[a] process [in which]... the listener takes the incoming data, the acoustic signals, and interprets that using a wide variety of information and knowledge, for a particular communicative purpose; it is an inferential process, an ongoing process of constructing and modifying an interpretation of what the text is about, based on whatever information seems relevant at the time” (p.29).

3.2. Listening Comprehension Varieties

There are different varieties of listening; however, there are two major ones: extensive and intensive listening. They are both crucial materials that assist the learners to acquire sufficient language input since they provide the ideal opportunity to listen to different voices in different contexts and situations that help the learners to acquire the tendency to speak well (Harmer, 2007).

3.2.1. Extensive Listening

Generally speaking, extensive listening is generally accomplished outside of the classroom for plenty of reasons, including satisfaction. It happens when the teacher encourages the students to listen to materials that they have chosen for themselves for pleasure and language improvement (Harmer, 1998). These substances can be established from different sources such as television, radio, Internet, tapes of tales ...etc. Moreover, foreign language instructors may use the mentioned above materials to enrich their students with constructive input by performing extensive listening (Harmer, 1998). Extensive listening involves a variety of tasks that acknowledge the learners to grasp plenty of understandable and entertaining information (Renandya & Farrell, 2010). In the learning language field, extensive listening is known as listening for gist. Here the listener can comprehend the listening passage by concerning only interpreting the main features of the oral text, focusing on the what, who, where, and when.

3.2.2. Intensive Listening

This type of listening is practiced in everyday situations. For Rost (2002) intensive listening is “the process of listening for precise sounds words, phrases, grammatical units, and pragmatic units” (p.138). Therefore; it encourages the students to

be exposed to real-life speeches. Teachers use several audio materials recorded on tape, CD's; and then the students are asked to scan for detailed information. When it comes to language learning; intensive listening is defined as listening for details. This technique motivates the students to listen to the whole passage to answer the questions. It also involves listening for specific information and a detailed analysis of the listening passage.

3.3. The Importance of Listening in the SL/FL Teaching Process

Listening is one of the most broadly employed skills in everyday regular conversation. According to numerous studies, we invest 50 percent of our communication time listening (Mendelsohn, 1994). Thus, it should take more attention in SL/FL teaching /learning process As Hasan (2000) overlooked, "listening comprehension provides the right conditions for language acquisition and development of other language skills" (p.138). Nunan (1998) asserted that "listening is the fundamental expertise in language learning. Without listening aptitude, students will never figure out how to convey and communicate adequately. Truth to be told, more than half of the time that students spend working in a foreign language will be given to listening." (p. 1)

Listening and replicating native speakers is the most effective way to learn to comprehend and speak a language (Bloomfield, 1942). Furthermore, Mendelsohn & Rubin (1995) discussed the role of listening in second language acquisition; they point out that: "listening has come to be recognized as an active rather than a passive skill, and its importance acknowledged in the acquisition of language" (Rost, p.93). Despite the significance of listening comprehension, it was supposed to be a passive skill, with little classroom attention and research. But recently listening has clearly been defined as an interactive process, vital to SL/FL process.

Listening comprehension is very important as far as it enables the students to understand the native speakers' speech. Even more successful students pay more attention to their listening abilities. The capacity to employ listening as a form of acquisition is a fundamental difference between more effective and less efficient listeners. (Rost, 2001)

We listen for many reasons as shown in the figure below; For Iwamkovitsch (2001) said that we listen for " gaining information, and establishing better relationships with people and maturing value are the basic elements for listening importance" (p.06). It is highly important to make the words comprehensible to the end of communication, it is

necessary, that the listener can successfully interpret the intended message of the speaker. Dunkel (1986) claimed that “developing proficiency in listening comprehension is the key to achieving proficiency in speaking” (p.99). Furthermore, teaching listening is vital for speaking since it offers a complete framework for effective communication. (Bueno et al, 2006)

3.4. Listening Comprehension Process

The comprehension process occurs when the listener/reader associate what he/she reads or listens to and the background information of the context as a result they interpret the intended meaning of the input. (Faerch & Kasper, 1986). Accordingly, Chastain (1988) believed that are four major stages to understand what we’re listening to.

- The first one is described as the capacity to differentiate between voices, stress and intonation, and speech properties in the second language as well as to evolve them from the equivalent voices in the mother language.
- The second one emphasizes the capacity of understanding the gist of the speaker's message relying on their linguistic background knowledge of vocabulary, syntax, and grammar.
- The third stage is the capacity to store the input in their auditory memory until it could be interpreted is the third stage; to enhance this ability, instructors should have learners listen to as much material as necessary while increasing the difficulty and discourse pace of the listening activity.
- The fourth stage is aimed at selecting the significant meaning offered by the constituents of the listening information; learners should make every effort to comprehend the message using both lexical and paralinguistic knowledge. Comprehension is described as the ability to receive speech at the grammatical, pragmatic, and discourse stages. The latter entails several phases, the first of which is to establish the context, followed by the activation of appropriate background information. The third phase is to predict the message's overall content.

Evidently, the first and second sub-stages depend on linguistic knowledge to recognize words and speech features, that to say, that the listeners need this knowledge to decode the grammatical structures. However; the last two sub-stages are based on the non-

linguistic knowledge or “knowledge of the world”; which plays a significant role in the listening comprehension process. The fourth sub-stage “comprehension” does not really depend exclusively on grammar knowledge; 'contextual knowledge and 'pragmatic understanding' are also demanded. Lund (1990) classified comprehension into main-idea comprehension, detail comprehension, and full comprehension.

- The main-idea comprehension requires real information obtained from interpretation of the sentences which is essentially dependent on lexical knowledge.
- Detail comprehension necessitates the knowledge of relevant data, although it can be achieved separately from the general interpretation.
- Full comprehension as it is the prime purpose of listening comprehension necessitates knowledge of the entire material, including both the general ideas and the supporting.

3.5. Listening Comprehension Modes

Second language listening comprehension entails a reasonable interpretation of the speaker’s intended message. This interpretation is a construct, at levels from linguistic knowledge and non-linguistic knowledge. So comprehension is supported by two main types of knowledge that are required. Both linguistic knowledge and non-linguistic knowledge are important. The first involves “phonology, lexis, syntax, and discourse structure” and the latter refers to “topic, context, general knowledge about the world and how it works” (Buck, 2001). However, bottom-up and top-down processes are two different modes in processing information; which are used by listeners.

3.5.1. Bottom-up Processing Mode “*Lower-Order Approach*”

As maintained by Peterson (1991) “the lower level processes (bottom-up) are triggered by the sounds, words, and phrases which listeners hear as they attempt to decode speech and assign meaning” (p.109). For Norris (1995) bottom-up process is aimed at decoding sounds into words, phrases, and sentences by using one's linguistic knowledge to interpret meaning. Schwartz (1998) explained that within lower-order approach; the listeners use the language in the passage; voices, words, and grammar features to create meaning.

During bottom-up processing mode; listeners employ their lexical, grammatical, and syntactical knowledge to interpret the content of the listening passage (Vandergrift, 2002). That to say, they construct meaning from the smallest units of voices to a syllabus to sentences, then to rhetoric level to arrive at the end of the message. The bottom-up process assists the students to understand the language they listen to by searching for individual meanings of the smallest portions of the listening input such as noises, words, and intonation. He also added that listeners rely on BUP “when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower-level sounds to words to grammatical relationships to lexical meaning to arrive at the final message” (2002, p.02). Harmer (2001) goes further and argues that “Without a good understanding of a reasonable proportion of the details gained through some Bottom-up processing, we will be unable to get any clear general picture of what the text is about”(p.201). For Buck (2001) within this model, language comprehension can be achieved along with a sequence of processes by which; the result of the one process is the stimulus of the next.

Bottom-up corresponds to the stage of the listening comprehension in which the knowledge of the “received” speech is built out by going from acoustics signs to syllables then, to syntactic patterns within semantic interpretations (Morley, 2001). The language process follows a particular pattern, starting at the most basic level and progressing to the most complex Buck (2001). Almost the same attitude is applied in bottom-up processing in which the listeners focus on the smallest units of speech to establish comprehension. Eventually, the bottom-up process is scanning the sentence from the very smallest units to reach the meaning.

3.5.2 Top-Down Processing Mode

In this mode, the listener processes the information through understanding the content of the listening text as a full instead of the perception of utterances. Therefore, the listener uses the non-linguistic signs to grasp the speaker’s meaning. Simply; the Top-Down Process mode is simply referred to the use of background knowledge to interpret the speaker’s whole message. For instance, Dedebat (2006) explained that “top-down processing focuses on the background reader uses to comprehend a written text...the top-down approach is associated with schema theory” (p.108). For Richards (1990) the top-down process described as the application of prior knowledge to interpret the intended

content of the message. He also distinguished between many categories of background knowledge:

- Previous knowledge about a topic.
- Situational or contextual knowledge.
- Knowledge stored in long-term memory in the form of schemata and scripts. (p.45)

Through contradiction to the bottom-up approach, the top-down process is holistic. Hence, Lynch and Mendelsohn (2002) stated that “going from whole to part, and focused on the interpretation of meaning rather than recognition of sounds, words, and sentences. Listeners actively formulate hypotheses as to speaker’s meaning and confirm or modify them where necessary” (p.197). Furthermore, Schwartz (1998) asserted that “Top-down strategies are listener-based; the listener taps into background knowledge of the topic, the situation or context, the type of the text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next” (p.6). Henceforth, the listener can connect what he or she hears to what he or she is actually aware of the subject, which will enforce comprehension from the spoken passage. Morley (2001) described top-down as the listeners’ ability to bring their own ‘knowledge of the world’ and ‘prior knowledge’ to interfere in the comprehension process.

Goodman (1971) claimed that the listeners employ their prior knowledge to comprehend the discourse. The top-down process is a micro information process, listeners activate their schematic knowledge. Eventually, for a successful listening comprehension; the listener must combine the two processing “Bottom-up, top-down” simultaneously and immediately. “Sometimes it is the individual details that help us to understand the whole; sometimes it is our overview that allows us to process the details” (Harmer, 2001, p.18). Usually, in real-life listening situations, listeners combine both processes to comprehend the spoken message. Usually, native speakers employ their background and cultural knowledge to comprehend the spoken speech in certain situations.

3.5.3 The Interactive Mode

In the listening comprehension process; the listener should combine both processing modes; since they interact and complete each other. The teachers should apply

both of them in English listening teaching to develop students' listening comprehension abilities. Traditionally speaking, teachers often apply (bottom-up process) which is aimed at the linguistic schema. However, linguistic knowledge is not enough for adequate comprehension, and it is difficult to enhance listening comprehension level. Therefore, integrating background knowledge in listening comprehension is still a problem in foreign teaching classes.

Listening comprehension is a reciprocal task in which listeners employ their previous experience as well as their linguistic expertise to assess and comprehend the spoken message correctly and appropriately (Vandergrift, 2003). Henceforth, he suggested the use of both linguistic knowledge and prior knowledge that aid the listeners to comprehend what they listen to.

3.6. Listening Task Activities

Pre-listening activities, listening activities, and post-listening activities are the three main types of activities about listening content (Rogers & Medley, 1988). Those activities are aimed at helping the learners and advancing the development of their listening potentials

<p>Pre- listening</p> <p>Pre-teach vocabulary 'to ensure maximum understanding'</p> <p>listening</p> <p>Extensive listening followed by general questions on context.</p> <p>Intensive listening followed by detailed comprehension questions.</p> <p>Post-listening</p> <p>Teach any new vocabulary</p> <p>Analyse language (Why did the speaker use the Present Perfect here?)</p> <p>Paused play. Students listen and repeat.</p>

Table 3.1 Early format for a listening lesson (Field, 2009, p.14).

3.6.1. Pre-Listening Phase

The activities in this stage act as a warm-up. They come before the listening phase; it is aimed at preparing the learners for the comprehension assignment through stimulating students' background knowledge and vocabulary. This stage helps in motivating and preparing the students for the listening task. Teachers also can help the students by involving them in a debate about the theme of the listening input and encouraging them to predict what are supposed to listen to. (Harmer, 2007)

According to Richards & Rinandya (2002) indicated that the pre-listening phase "usually lasts longer than it should" (p.243). Since it is aimed namely "to provide sufficient context to match what would be available in real-life" and "to create motivation perhaps by asking learners to speculate on what they will hear" (Richards & Rinandya, 2002, p. 243). Moreover, all the activities in this phase presented by Hedge (2000) "Predicting content from the little of a talk, talking about a picture which relates to the listening text, discussing the topic, answering a set of questions about the topic and agreeing or disagreeing with opinions about the topic" (p.249). Usually, the pre-listening phase is aimed at activating students' schemata which helps them to guess the meaning of the listening material. To activate students' schemata, there are six common ways; the first one is brainstorming; the second one is using visual cues which are related to the listening passage. The third one is using realia; the fourth one is reading words about the topic of the listening passage; at this stage, students are introduced to the topic. The fifth stage aimed at using the real-world setting as phone call conversations, ordering food in a restaurant with a focus on helping the listeners to anticipate the sequence of the spoken text. The sixth sub-phase involves opinions and facts; this may activate students' prior knowledge.

3.6.2. While Listening Phase

This stage simply displays real-time listening; teachers use materials and a set of activities. They are activities that rely on developing students' listening comprehension skills to effectively comprehend the listening passage. Through establishing a set of comprehension questions which the students should answer to check their understanding of the listening passage. There are some purposes of this phase mainly as:

- To assess and check students' comprehension;

- To extend comprehension beyond the literal level to the interpretive and critical levels. (Karaks,2002 cited in Gilakani & Ahmadi, 2011,p. 982)

While- Listening activities are indeed essential for guiding the students to assemble or collect the necessary information for full comprehension. Teachers may use a variety of activities as:

- Filling in gaps
- Taking notes
- Listening for specific information

According to Wilson (2008), students should listen to the passage twice, once for listening for gist; the second one is for listening to details and specific information. In this regard, there are two main views about how many times the students should listen to the spoken message. The first view is extracted from a real-life listening situation whereas the listener listens to the passage for only one time. So the students will listen to the passage for once. While the second view says that the students should have many opportunities to listen to the passage, as it reduces their anxiety. The latter would be more beneficial if the aim of teaching listening is learning language structures, and forms.

3.6.3. Post-Listening Phase

Generally, feedback is evident in the learning process. Thus, this phase is aimed at checking students' understanding of the listening passage and providing feedback. This third phase consists of activities that follow the listening passage. It also motivates the students to know more about the topic. On the other hand, they open the door for the students to discuss the cultural aspects presented in the listening passage. This stage may encompass activities to assess students understanding as:

- Multiple choices or true or false questions
- Analyzing the oral text throughout students' understanding of the main idea, supporting ideas, and the intended meaning of the spoken message.
- Encourage debates, discussion, and role-playing.

In the Post-listening phase, the learners will be able to connect everything they've listened to their knowledge and opinions, just as they would in actual situations (Davis and

Pearse, 2000). Additionally, this stage prepares the students to learn other language skills like speaking and writing. To illustrate, the teachers may ask the students to perform role-play which may be on the same topic of the listening passage they heard to promote their speaking skills.

3.7. Listening Comprehension Strategies

O'Malley and Chamot (1990) declared the three following listening strategies: Meta-cognitive Strategies; Cognitive Strategies and Social Strategies. In the same respect, Wilson (2008) also divided learning strategies: cognitive strategies which are the techniques employed for helping the students to acquire the language. Meta-cognitive strategies refer to techniques that enable the students to arrange, track, and assess their comprehension. Socio-affective strategies are techniques in which the students employ others to improve their learning process. It deals with the learners' interaction with other learners.

3.7.1. Meta-cognitive Strategies

Learners utilize meta-cognitive strategies to govern their learning by organizing, reviewing, evaluating, and adjusting their behaviors (Rubin, 1988). However, the Meta-cognitive skills are divided into two categories: knowledge of cognition and regulation of cognition. Hence, the first is concerned with the learner's awareness of what is happening, while the second is concerned with the learners' ability to listen adequately (Backer et al, 2012). The ability to plan, monitor, select, check, revise, and assess are all meta-cognitive, check, revise and assess. For instance, learners employ meta-cognitive management skills to clarify the listening task's targets. Additionally, they support the linguistic and background knowledge details (Vandergrift, 1999). Furthermore, meta-cognitive strategies are applied with different learning activities (Nibset & Shucksmith, 1986).

Meta-cognitive strategies, in general, are procedures that permit the students to govern their learning by guiding, managing, and reviewing. According to O' Malley Chamot (1999), Vandergrift (1997) the meta-cognitive techniques enable the listeners to analyze the demands of the listening tasks, encourage their prediction skills, check their comprehension, assess the success of their used approach.

3.7.2. Cognitive Strategies

Brown (2012) claimed that “Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself” (p.164). Cognitive Strategies involve the techniques used by the listener to interpret the input presented in the listening passage; for example making inferences. Anderson (1983, 1985) showed how cognitive techniques are linked to understanding and retaining information in long-term memory for subsequent use. As Anderson (1982) indicated cognitive techniques are focused on elaboration, whereby listeners make connections between incoming information and information already stored in long-term memory.

3.7.3. Socio-Affective Strategies

This third language learning strategy describes the learning process as a social practice that occurs when the learners engage with one another with the help of their teacher for clarification in order to lower their anxiety. The socio-affective strategies usually are linked to the approaches used by the listeners to confirm comprehension, cooperate with the speaker; to illustrate, during a conversation; the listeners interact with the speakers, they may ask for clarification or explanation. Therefore, the three previously identified types can be summarized as follow:

Cognitive	Metacognitive	Socioaffective
Predicting/inferencing *from the text *from the voice *from the body language *between discourse parts Elaboration *from personal experience *from world knowledge *from academic learning *from imagination Contextualization Imagery Summarization *mental *physical(notes)	Planning *advance organization * self-management Comprehension monitoring *confirming comprehension *identifying words not understood Directed attention *concentrating *persevering despite problems Selective attention *listening for familiar words	Questioning *asking for clarification *asking for repetition *using comprehension check Cooperation *working with other learners Anxiety reduction *encouraging yourself *comparing yourself with others *focusing on success Relaxation *using physical techniques *using visualization

Translation	*listening for the overall message	
Repetition		
Transfer from other Language (s)	*noticing the information structure	
Deduction	*noticing repetition and reformulation	
Fixation		
*stopping to think about spelling	*listening to specific parts	
*stopping to think about meaning	Evaluation	
*Stopping to memorize	*checking interpretation against predictions	
	*checking interpretation against knowledge	
	*checking interpretation against context	

Table 3.2: Listening strategies (cited in Smith & Rodgers, 2020, p.231)

3.8. Listening Comprehension Problems and Difficulties

Listening comprehension is well-known as the most complex skill to be taught. Therefore, students may panic or frustrate when they hear the word listening due to many difficulties. According to Chelli (2002) “ Speech rates, decoding words or sentences, poor knowledge of the structure of the language, lack of prior and cultural knowledge, inferring abilities and the use of listening strategies are common problems encountered by listeners” (p.50). According to Saraswaty (2018; Namaziandost, et al 2020) EFL students have major difficulties with listening comprehension. However, students’ cultural background can improve their listening comprehension (Saraswaty, 2018). Thus, not only does the lack of linguistic knowledge challenge the listening comprehension process, but the lack of cultural knowledge may also cause problems.

In this respect, Brown & Yule (1983) summarized the factors which can affect students listening comprehension: first the speaker (the number of the speakers, speech rate, and the types of accent), second, the listener (the role listener, the background knowledge, the motivation to the theme; the familiarity of the topic). Third, the input

(lexicon, syntax, information structure,), and Fourth, the maintenance (pictures, videos, diagrams, and so on)

Another difficulty is related to linguistic knowledge as recognition of speech sounds, lack of vocabulary, text structure and syntax, as are psychological factors such as anxiety a lack of motivation. Many students regard the speed of speakers' speech as one of the greatest difficulties, especially when they listen to native speaker speech. All the above-mentioned challenges and difficulties show that the learners' abilities play a crucial role in the listening comprehension process additionally; the learners may have background knowledge and world knowledge which they need to interpret the spoken message. For instance, listening comprehension difficulties may be controlled by the use and more exposure to the target culture.

Azmi et al (2014) consider cultural differences one among other students' listening comprehension difficulties that need immediate solutions. They explained that teachers in their listening comprehension classes should provide the learners with cultural background knowledge about the listening activities ahead of time. If the listening except is culturally loaded, the learners may struggle with comprehension (Azmi,Celik, Yidliz, & Tugrul, 2014). Similarly, Nowrouzi, et al (2015) found that students experience serious problems in the three listening comprehension phases, perception, parsing, and utilization.

3.9. Testing Comprehension

Usually, the commonly accepted questions in the listening exams are the ones who test comprehension. Ur (1993) asserted that this type is highly respected because they are similar to content–subject tests, which the students are very familiar will them. Additionally, this type of test is economical to manage in large-scale testing. In the same respect, Shohamy (2001) studied how the type of questions affects the test –takers scores. In her study, she examined two types of comprehension questions: those that evaluate global or full comprehension; and those meant to evaluate specific comprehension. The findings revealed that the task-takers answer significantly correct answers to specific comprehension questions than global comprehension questions. Additionally, they found that the majority of the students who answered the global comprehension questions correctly; they are also answered the specific comprehension questions correctly, the reverse was not true. Concluding that, the students have difficulty in inferring the information.

Generally, listening comprehension tests are similar to reading comprehension tests, the only difference is that the students listen to the oral input alternatively of reading it. Henceforth, the students answer the comprehension questions that convey different levels of comprehension as background knowledge, inferring, and reference. The listening comprehension tests should contain three important elements:

- a. The listening material
- b. The comprehension questions.
- c. The task conditions.

The listening material should represent a natural oral language; it should be short, and interesting. The topic in the materials should be also not complex. The test conditions should be free on external interruptions such as the sound quality of the material should be clear and excellent with appropriate volume. Another important point that should be mentioned is that any listening comprehension test should be established on reliability and validity as measurement grounds.

In addition to comprehension tests, rubrics were likely used. The above figure presents a comprehension rubric that consists of three phases; the first one involves the ability to understand the structure, words, and the ideas of the spoken/written text. The second phase involves the ability to analyze and interpret the spoken/written text. Hence, the last phase requires the ability to apply the background knowledge and the information presented in the text to appropriately comprehend the intended meaning of the passage.

The Impact of Cultural Background Knowledge on Students Listening Comprehension

	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding (understanding information and ideas)				
<ul style="list-style-type: none"> • Knowledge of text forms, structures, and features • Understanding of ideas and information: <ul style="list-style-type: none"> – making predictions – restating information (may include simple inferences) 	<ul style="list-style-type: none"> • Demonstrates limited knowledge of text forms, structures, and features • Demonstrates limited understanding: <ul style="list-style-type: none"> – needs one-to-one coaching to offer predictions before or during reading/listening – unable to revise group predictions – has difficulty identifying the topic or restating or representing information 	<ul style="list-style-type: none"> • Demonstrates some knowledge of text forms, structures, and features • Demonstrates some understanding: <ul style="list-style-type: none"> – offers simple predictions before and during reading/listening; may need support to use information in the pictures – with support, revises predictions during reading/listening – with prompting, identifies the topic and restates or represents a small amount of information; may be partially inaccurate 	<ul style="list-style-type: none"> • Demonstrates considerable knowledge of text forms, structures, and features • Demonstrates considerable understanding: <ul style="list-style-type: none"> – offers reasonable predictions before and during reading/listening; notices and uses key features in pictures – with minimal prompting, checks and revises predictions during reading/listening – identifies the topic and restates or represents some important information; may be vague in places 	<ul style="list-style-type: none"> • Demonstrates thorough knowledge of text forms, structures, and features • Demonstrates thorough understanding: <ul style="list-style-type: none"> – offers reasonable and thoughtful predictions before and during reading/listening; may draw on detail in pictures – checks and revises predictions during reading/listening; may volunteer information about how his or her ideas are changing – identifies the topic and restates or represents information, including the most important ideas
Thinking/Inquiry (analyzing; interpreting/explaining; using evidence)				
<ul style="list-style-type: none"> • Uses thinking and processing skills including: <ul style="list-style-type: none"> – rereading to clarify – asking questions making simple inferences or predictions beyond the text 	<ul style="list-style-type: none"> • Demonstrates limited ability to interpret, reason, and explain: <ul style="list-style-type: none"> – may not recognize that clarification is needed – does not offer questions related to the text – does not make inferences or predictions beyond the text (may not understand the text) 	<ul style="list-style-type: none"> • Demonstrates some ability to interpret, reason, and explain: <ul style="list-style-type: none"> – when prompted, rereads to clarify with some success – offers one or more simple questions; may be loosely related to the text – offers a simple inference or prediction beyond the text after reading/listening; may be highly unlikely 	<ul style="list-style-type: none"> • Demonstrates considerable ability to interpret, reason, and explain: <ul style="list-style-type: none"> – rereads to clarify with considerable success – offers one or more simple questions about ideas and information in the text – offers a simple, relatively obvious inference or prediction beyond the text after reading/listening 	<ul style="list-style-type: none"> • Demonstrates a high degree of ability to interpret, reason, and explain: <ul style="list-style-type: none"> – rereads to clarify purposefully and with a high degree of success – offers questions that focus on important text ideas and information offers a reasonable inference or prediction beyond the text, may go beyond the obvious and offer a relatively original idea
Application				
<ul style="list-style-type: none"> • Makes logical connections between the current text and his or her own knowledge, experience, thoughts, and feelings (response may be oral, visual, or written) 	<ul style="list-style-type: none"> • Makes connections with limited effectiveness; needs one-to-one coaching to offer a response 	<ul style="list-style-type: none"> • With prompting, makes simple connections with some effectiveness; offers simple responses; may be vague 	<ul style="list-style-type: none"> • Makes simple connections with considerable effectiveness; expresses thoughts and feelings but includes few details 	<ul style="list-style-type: none"> • Makes connections with a high degree of effectiveness; expresses thoughts and feelings with explanations or supporting detail

3.1. Comprehension Rubric. Adapted from Pearson Education Canada

3.10. Schema Theory and Second Language Comprehension

Schema theory was proposed to explain the role of background information in language understanding (Rumelhart, 1980; Rumelhart & Ortony, 1977). Research findings from cognitive psychology dedicate the impact of the listener's prior awareness on the

understanding of communication (Rubin, 1994). According to schema theory, comprehension of any text, spoken or written relies on the combination between the text's layout and meaning, as well as the individual's involvement in the speech (Chiang & Dunkel, 1992; Markham & Latham, 1987). For further explanation, Richards (1983) proclaimed that

Script or schema knowledge is what we know about particular situations, and the goals, participants, and procedures which are commonly associated with them. Much of our knowledge of the world is organized around scripts, that is, memory for typical episodes that occur in specific situations (p.223)

There are two main types of schemata: content schematic knowledge and formal schemata (Carrell, 1987). The first one: content schematic knowledge represents the background knowledge about the content of the listening passage for example the listening material is about eating habits, building a house; the history of England, global warming problems, etc. Formal schematic knowledge refers to the different types of texts. Such as scientific texts, stories, newscasts, telephone conversations, etc.

Adequate and appropriate comprehension is emphasized through the ability of the listeners to relate what they listen to their knowledge. Thus, if they activate their prior knowledge; it could facilitate comprehension more effectively. Comprehension requires the listener to connect his/her linguistic knowledge with their background knowledge to comprehend the addresser's planned meaning. Listeners rely on their linguistic schema and their knowledge of the world to comprehend words, sentences, and the entire passage (Carrell & Eisterhold, 1983; Gass, 1997). Thus, the lack of background knowledge may lead the listeners to miss comprehending the passage. In this regard, many researchers (Bacon, 1989; Gass, 1997; Long, 1990) supported the idea that the student's background knowledge can either boost understanding or even hinder it. Usually, the listener who does not share the same background knowledge with the speaker may experience communication difficulties. That to say, linguistic knowledge only is not enough for interpreting the language since the listener and speaker do not share the common meaning.

While watching TV programs, films, listening to any records, or even having a lecture. The context in such a situation is important.

The relevance of prior cultural knowledge in the language learning pathway was discussed in the preceding section. According to the schema-based view, prior knowledge plays an important role in comprehension since it enhances or hinders students' comprehension of the text. Generally speaking, learning a language is more effective in meaningful contexts for learners than learning the language isolated from its context. Comprehending a spoken passage could be upgraded if the listeners employ both their linguistic and prior background knowledge. Therefore, triggering the listener/reader's background knowledge with his/her linguistic knowledge facilitates comprehension by enabling the listeners to process the information in larger chunks. According to Ausubel (1968), learning is more effective when it is processed with materials related to the knowledge that learners already have. Hadley (1993) explained that background knowledge may help classify what kinds of knowledge will be used for comprehension. He also established that three categories of background knowledge are usually stimulated in the second language comprehension process: 'linguistic knowledge' which is related to the second language system of codes; 'knowledge of the world', which involves the information stored from learners' previous experience; and 'knowledge of discourse structure' which refers to the ability to understand how different types of discourse are arranged.

Lynch (2006) resembles prior knowledge to "the relevant packages of prior knowledge and experience that we have in memory and can call in the process of comprehension" (p.93). Additionally, it is what someone has acquired through his/her daily life experiences which keep in memory (short-term/long-term memory). It is highly accepted that background knowledge is crucial for both listening and reading comprehension. Comprehension attained through making judgments from thoughts behind the letters, phrases, and sentences. Therefore, the listener's contextual knowledge is regarded as a significant aspect in comprehension; this information stretches beyond comprehending the meaning of new terms, and it is what one understands about individual issues in various circumstances (Wing, 1986).

According to Gebhard (2000), background knowledge is one real-world experience and predictions. Although, this knowledge plays a significant role in listening

since is not only aimed at recognizing the language patterns of the listening passage nevertheless at linking between the speech and the level of listener' familiarity about the theme to interpret the message successfully. Furthermore, although knowledge of a subject tends to make listening comprehension much easier, much comprehension is easily achieved.

Within the context of foreign language teaching; the impact of cultural knowledge on students listening comprehension is the subject of inquiry for the current study, the researchers agree that prior cultural knowledge plays a significant influence (Sadeghi & Zare, 2002). Therefore, they have examined the effect of background knowledge on students' listening comprehension. Thus, the findings were statistically analyzed, and much evidence was found that demonstrates the impact of background information on listening comprehension. Listening comprehension necessitates the ongoing processing of linguistic and background information (Gonen, 2009).

In the information processing of foreign languages, prior knowledge plays a crucial role. The listening comprehension process involves integrating the background knowledge to reconstruct the intended spoken message. The role of prior knowledge has been recognized in schema theory by several scholars (Swaffar, 1988; Long, 1989; Chiang, 1990). The foundation of schema theory is that the listeners interpret the passage by using background knowledge to reconstruct a comprehensible meaning. In other words, the listening passage does not convey meaning only through its linguistic meaning; the listeners should extract the intended meaning from their prior acquired knowledge.

Carell (1983) classified schematic knowledge into schemata, cultural background knowledge, pragmatic knowledge, and linguistic knowledge. Research findings dedicate that schematic knowledge plays a vital role in the second language listening comprehension process (Bransford and Johnson, 1972; Long, 1985; Markham and Latham, 1987; Kasper, 1984). Particularly, the learners of ESL learners may misinterpret the listening passage as if they lack the cultural background knowledge presented by the listening material. That misinterpretation certainly leads to miscommunication. According to (Chien 1998) "L2 learners may have difficulties in understanding because of poor linguistic knowledge of the language, lack of cultural knowledge or pragmatic knowledge, violation of the social rules of the target language, or a poor match between the knowledge of the speaker and that of the listener "(p.23)

3.11. Previous Studies related to the impact of Cultural Background Knowledge on Second Language Comprehension Process

One of the very first studies that examine the role cross-cultural background knowledge facilitates reading and listening comprehension, Steffensen and his colleagues (1979) study, the participants from the United States and India; they were asked to read 26 passages about an American and an Indian wedding, then recall the information in the text. The finding revealed that the participants read the text which related to their culture's wedding traditions faster, and recalled more ideas. Additionally, they constructed more appropriate cultural inferences and elaborations of the information presented in the text. The results also showed that the participants who read the passage on foreign culture's wedding traditions assemble more cultural distortion. Long (1985) also concluded a study confirmed that familiarity with the cultural content of the listening passage plays an important role in recalling the information, even more than the effect of the speakers' linguistic adaptation.

As mentioned before, comprehension entails both linguistic and non-linguistic knowledge, and also relies on the learner's schema about the topic. So when the FL listeners are tackled with a subject from the target culture which they are not familiar with, or they don't have any schema; miscommunication occurs (Chiang & Dunkel, 1992; Schmidt-Rinehart, 1994). The learners need culturally specific schema that does not exist in their cultural background knowledge. Since foreign speakers' scripts are different from the learners' scripts.

The strong link between language and culture strongly confirmed the need for cultural background knowledge in the second language learning process; Rivers (1968) thought that one of the major problems in language learning is the differences in values and attitudes. Therefore, Cultural background knowledge is considered as the keystone in comprehension especially if the spoken or written text is culturally oriented. To illustrate, it is extremely crucial to offer students background information before the listening activity. Moreover, the degree to which the students can connect their cultural background with what they listen determines how they successfully comprehend the intended message of the spoken passage. When the students use the contextual and background information will be able to interpret the listening passage (Shurm & Glisan, 1999).

Few empirical studies have investigated the impact of cultural background knowledge on students' listening comprehension. Samian & Dastjerdi (2012) explored the impact of cultural familiarity on improving EFL learners' listening comprehension in the Iranian context. The findings revealed that the students who are culturally familiar scored significantly higher than those who are not culturally familiar. Similarly, Charaf (2020) carried out a study with the main purpose of exploring the effect of cultural background knowledge on EFL learners listening comprehension in the conducted a study in the Moroccan context. Accordingly, he used three research tools, recall protocol, comprehension questions in the form of open-ended questions, and a feedback questionnaire. The findings revealed that the lack of cultural background knowledge affects negatively EFL students' listening comprehension. Furthermore, the results showed that the experimental group outperformed the control group which implies that the cultural background knowledge helped the experimental group to develop their listening comprehension proficiency. Indeed, cultural background knowledge comes from our daily life experiences. In a second language setting, this knowledge affects students' comprehension of the learning material. Teachers should link the new linguistic knowledge with its context for better comprehension.

Conclusion

The listening skill has been shifted from passive to an active skill, however many teachers treat listening comprehension with little or no attention at all. The listening lessons are presented in an arbitrary way in which the listener is left without a piece of sufficient knowledge, or even developing their listening skills to be able to interpret native speakers' speech. Listening comprehension is a complex cognitive process aiming at reasonable comprehension. This comprehension involves a variety of factors as linguistic knowledge, non-linguistic knowledge, memory, and imagination. Researches on listening comprehension confirm the influence of cultural knowledge on effective listening comprehension. Finally, the finding demonstrates that enhancing listening comprehension is a difficult task that demands specific and comprehensive education in addition to pay attention to the linguistic units, grammatical structures, lexis, and phonetics. It is necessary to pay instructional attention to non-linguistic features such as inferences, the thoughts, feelings, and the intention of the speakers that are decoded in cultural knowledge.

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Chapter Four: Research Design and Methodology

Introduction

Wellington (2015) outlined that a research methodology is “the activity or business of choosing, reflecting upon, evaluating, and justifying the methods you use” (p.33). This definition highlights and summarizes the different steps of conducting a scientific research design. Conducting scientific research is the process of setting and making decisions on research design, data gathering tools, data analysis procedures, and ethical considerations. The methodology and research design adopted by this study aimed at exploring the effect of cultural background knowledge on students’ performance in listening comprehension. For this reason, this chapter accommodates the methodology, procedures, and research design adopted to explore the impact of cultural background knowledge on EFL students listening comprehension. Although, the research design describes the following: choice of the method, population, sample, data gathering tools, and procedures. Furthermore, characteristics related to the pilot study, validity, and reliability that were also explained in this chapter. Throughout this chapter, the data analysis procedures were presented, and some ethical considerations as well.

4.1. Research Questions

3. Research Questions

- **RQ01** To what extent the cultural background knowledge positively affect students’ listening comprehension?
- **RQ02** Does cultural background knowledge improve students’ listening comprehension?
- **RQ03** What are the students’ attitudes towards implementing cultural knowledge in their oral expression and comprehension sessions to improve their listening comprehension?

4.2. Research Hypotheses

The Research Question (1) asserts the need for the null hypothesis; as far as this research is concerned two hypotheses are mentioned as follow:

- **H0:** There is no significant difference in listening comprehension between students who have cultural background knowledge and those who does not have cultural background knowledge.

- **H01:** There is significant difference in listening comprehension between students who have cultural background knowledge and those who does not have cultural background knowledge

Question (2) also asserts the need for the null hypothesis

- **H0:** There is no significant difference between experimental group students’ listening comprehension in pre and post test results.
- **H01:** There is significant difference between experimental group students’ listening comprehension in pre and post test results.

RQ03

- **H03:** Students may have positive attitudes towards the implementation of cultural knowledge to improve their listening comprehension skills.

4.3. Research Variables

Mainly in the experimental design, the researcher usually investigates the cause/effect relationship between dependent variables and independent variables. According to Creswell (2012), a variable is described as “a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied” (p. 112). He adds that the dependent variable may be defined as “an attribute or characteristic that is dependent on or influenced by the independent variable” (Creswell, 2012, p. 115), as an example, the outcomes of a listening comprehension test. Accordingly; the dependent variable (DV) is students listening comprehension.

On the other flip side, Creswell (2012) defined the independent variable as “an attribute or characteristic that influences or affects an outcome or dependent variable” (p.116). Thus, the independent variable influences the dependent variable. In this study, the independent variable (ID) is the students’ cultural background knowledge (target culture). All over this study, we aimed to explore the impact of cultural background knowledge on students listening comprehension. We can summarize the variables in the current research in the following table

Table4.1. variables of the research study

Independent Variable	Dependent Variable
Cultural Background Knowledge	Listening Comprehension

4.4. Research Method/Design

As explained above, experimental design is aimed on study the cause-effect relationship between one or more independent variables; and one or more dependent variables. Cohen et al (2000) established that one independent variable is modified in experimental investigations, and the effect on the dependent variable is assessed. Accordingly, the current study attempts to investigate whether introducing culture into oral expression and comprehension lessons would improve learners' listening comprehension in the EFL context. To have a direct examination of the impact of cultural background knowledge on students listening comprehension the experimental and descriptive methods are both used to reach the main objectives. In this current research, the researcher used the mixed method to answer the research questions. Regarding the experimental method, the researchers opt for the quasi-experimental design. In several ways, a quasi-experimental design is close to the original experimental design: the goal, the availability of a control group, and the pre-posttest measure, nevertheless, it lacks random assignment. Thus, White and Sabrawal (2014) explained that the quasi-experiments are used "where ethical, political, or logistical constraints, like the need for a phased geographical roll-out, rule out randomization" (p. 2).

The administration assigned the teacher two groups; therefore, the teacher could not design two random groups. In this research, we have two variables: the dependent variable (DV); and the independent variable (IV). Therefore, the DV in this research study is students listening comprehension; while the IV was developing students' cultural background knowledge through culture teaching used as a treatment to see whether or not there is an impact of cultural background knowledge on students' listening comprehension. After the experiment, subjects of the experimental group were questioned whether the acquired cultural background knowledge helped them to fully understand and comprehend native speakers' passages. Through an attitude scale, the researcher analyzed the students' responses.

4.5. Research Participants (subjects)

4.5.1. Population and Sample

The population of our study was second-year EFL students at Khenchela University over the Academic year 2020/2021. As far as we know the whole number of

students exceeds 280 students, so working with the whole population was difficult and hard-working task, as it needs more effort, time, and resources. Second-year students were opted for particularly because of the following reasons: they have sufficient linguistic background knowledge to comprehend English speakers' passages, unlike first-year students. They are also more aware of the role of culture in the EFL context. Furthermore, we think that third-year students would not fit our population as they have a better understanding of culture rather than second-year students.

Therefore, sampling is required. Two selected groups without random assignment represent the sample of the present study. Then, with a flip of a coin, these two groups were randomly allocated into a control group and an experimental one. The former consists of 27 students while the latter was made of 22 students. However, only twenty-one (21) students in each group attended the courses.

Before the treatment phase, the researcher informed the experimental group about the aim of the study and the importance, usefulness of acquiring cultural background knowledge. Additionally, participants were informed that the results of the study would help them to improve their listening comprehension skills. However, the participants in the experimental group who missed three or more classes in a row were removed permanently from the study considering that the knowledge presented in the treatment phase is consistent and interconnected. Thus, attendance is mandatory to establish solid cultural background knowledge.

4.5.1.1. The Control Group

The control group consisted of 21 second-year undergraduate students of English at Khenchela University. In this group, the students were exposed to the traditional method of teaching listening comprehension within oral expression and comprehension sessions without implementing any specific cultural knowledge that related to the target culture practices, products, and perspectives.

4.5.1.2. The Experimental Group

The Experimental group consisted of 21 second-year undergraduate students of English at Khenchela University. Students of this group were exposed to the treatment

within their oral expression and comprehension sessions to develop students' cultural knowledge by integrating culture within listening comprehension materials and activities.

4.6. Data Gathering Tools

Throughout this research, the researcher used different successive tools to answer the research questions: The teachers and students questionnaires, the students' cultural background knowledge self-assessment, pre and post listening comprehension tests. Finally, we use of students' attitude scale which is used after the experiment phase. To have a clear picture, each of the six instruments used in this study is going to be explained in detail.

4.6.1. The Teachers' Questionnaire

Generally speaking, the questionnaire is perhaps the most extensively used instrument for accumulating information about a target population's biographies, attitudes, beliefs, perceptions, and so on. A web-based questionnaire was administered to the Algerian EFL university teachers. The main purpose of the questionnaire is to examine the teachers' attitudes towards the place of culture in their EFL classes; with their perceptions about the importance of having cultural background knowledge.

4.6.2. The Students' Questionnaire

In this study, the questionnaire was administered to the whole population (second-year EFL students) enrolled at the Department of English, Khenchela University in the academic year 2020-2021. The main aim of the questionnaire is to investigate students' standpoints towards the importance of cultural knowledge in their EFL classrooms. Before starting the experiment, the researcher attempted to collect data about the students' attitudes towards culture, its importance; and culture teaching subjects. There was a particular focus on their perceptions towards the impact of the cultural background knowledge on their listening comprehension. The questionnaire consisted of three main sections; the first one dealt with background information including age and gender. The second section explored the students' listening comprehension difficulties. The third section attempted to investigate students' perceptions towards the impact of cultural background knowledge on students listening comprehension.

4.6.3. The Cultural Knowledge Self-Assessment Survey

A self-assessment survey was a 5 point Likert scale. It sighted to have a clear picture of student's initial level of cultural background knowledge. This survey consists of 18 (*I know about*) statements about the elements of target culture products, practices, and perspectives; according to which students rated their cultural knowledge from 1 to 5. The information obtained from this would serve in the planning of the experimental sessions like themes, content, and type of listening materials that will be used in the experiment. The researcher designed the following scale to assess students' cultural knowledge before the experiment phase to design the appropriate listening comprehension pretest as maintained by the objective of the current study.

Table4.2. The Scale Used in the Self-Assessment Survey to Assess Learners Cultural Knowledge

<i>Scale</i>				
<i>Not at all</i>	<i>Limited</i>	<i>Moderate</i>	<i>Enough</i>	<i>Very Enough</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

4.6.4. The Pre-test

Since the aim of this study is to explore the effect of cultural background knowledge on listening comprehension, a listening passage which the students are not familiar with was chosen (English culturally-loaded excerpt) to assess the degree of students' linguistic and cultural knowledge related to the passage. The listening comprehension test constructed by the researcher involved four tasks; the first task involves five-word matching. The second task involved five multiple-choice questions (MCQ) items; the third task involved five true/false questions. The last task involved five open-ended questions; the overall score of this test is twenty.

4.6.5. The Post-test

Listening Comprehension Test, as the pre-test is constructed by the researcher and comprises four tasks.

4.6.6. Students' Attitude Scale

This tool elaborated by the researcher and administered to the experimental group only to measure and assess the students' attitudes towards culture teaching in developing students listening comprehension. This attitude scale consisted of 20 items. The process of data collecting tools used in this research is summarized and presented in the table below:

Table4.3. Data Gathering Tools

Data Gathering Tools	
During The Pilot Study	During the Experiment
Students' questionnaire	Pre-post listening comprehension
Students initial level of cultural background knowledge	Attitude scale

4.7. Pilot Study

In the field of research conducting a pilot study is crucial as it helps the researcher to adjust, edit, and see if the research methods can be used as they are, or they need to be revised. In other words, the pilot study is to allow the researcher to testify the methods and data gathering tools aiming to ensure the reliability and the validity of the research results.

It is worth mentioning that the pilot study was conducted before starting the experiment. The figure below presents an overview of the pilot study phases and objectives, this pilot study aimed at investigating students listening comprehension difficulties; their attitudes towards the importance of cultural background knowledge in their classes; in addition to their perceptions towards the impact of cultural knowledge on their listening comprehension. Also assessing students' cultural background knowledge before the treatment, testing the validity and reliability of the data collection tools used in the research. This prior study is aimed to help the researcher to examine and assess to what extent the problem exists. It is also aimed to test the validity and the reliability of the data

gathering tools used in the study: The Cultural knowledge Self Assessment Survey, the pre-test, and the post-test.

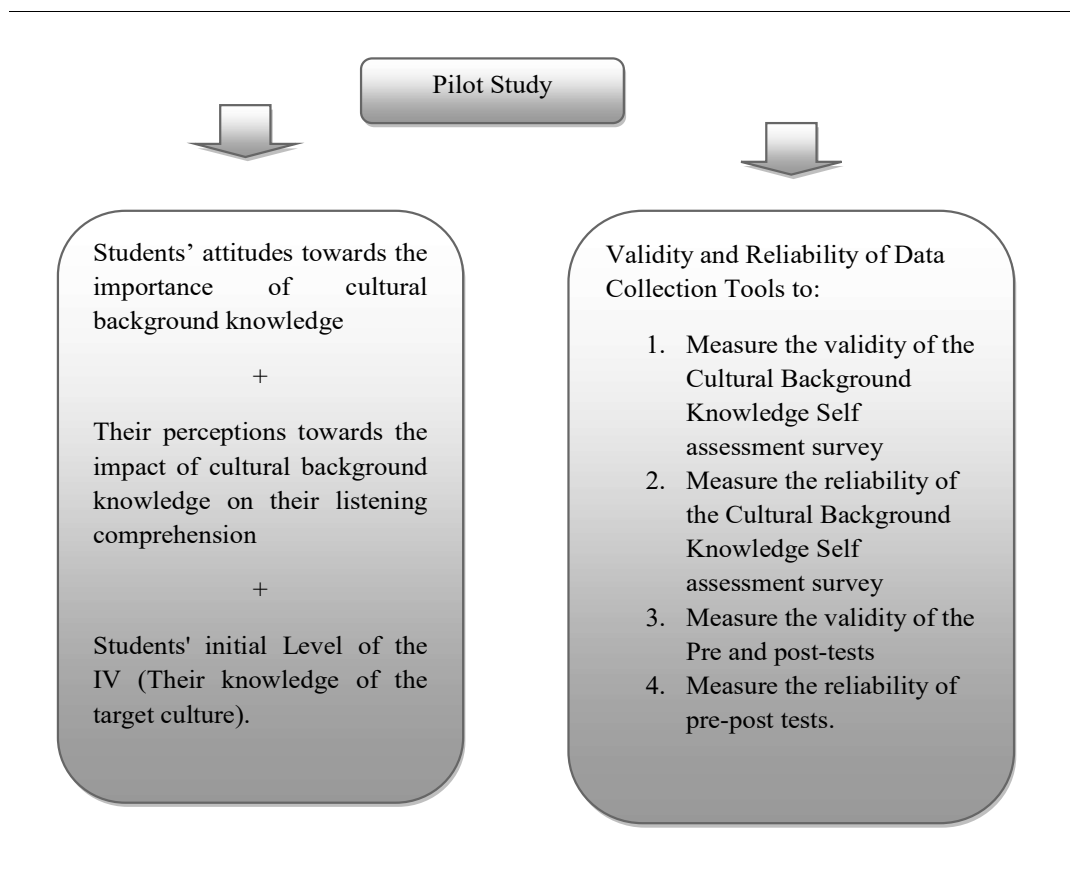


Figure 4.1 Pilot Study Phases

Piloting the data gathering tools and measurements of this present study aimed at answering two questions: First, are these instruments appropriate in terms of clarity of the questionnaire and the test items? Are the tests determined to obtain students' listening comprehension performance? To answer the abovementioned questions; the validity and reliability of the instruments were examined. The pilot study was conducted at the beginning of the academic year 2020/2021. 10 students (from the intended population) participated in the study

4.7.1. Reliability and Validity of Research Tools

As mentioned earlier in this chapter, the researcher used a set of instruments: pre-posttests were intended to measure students' ability to comprehend spoken passages. Regarding scientific research, the results should be reliable and valid as a result the researcher should test the reliability and validity of the instruments used in the research.

4.7.1.1. Reliability

In this study, we checked the reliability of our tests before administering them to our intended subjects through Alpha-Cronbach. According to the table below, the alpha Cronbach's score of the pretest was (, 852) which ensures that the pretest has very good reliability.

Table 4.5 Reliability Results of the Pre-test

No of items	Cronbach's Alpha
4	,852

Regarding the reliability of the posttest, the table below demonstrated that the alpha Cronbach score of the posttest was (0,788) which suggest that the posttest has good reliability.

Table 4.6. Reliability Results of the Post-test

No of items	Cronbach's Alpha
4	,788

4.7.1.2 Validity

Validity usually refers to the extent that the used method measures what is intended to measure. In this research, the researcher used face validity and construct validity.

Face Validity

Face validity analyzes whether the test material has a suitable appearance on the face. It describes how well a test looks to assess what it promises to measure. In our study, the content of the tests was checked by a group of individuals that took the test in the pilot study who suggested some notes including changing some words that are not clear; rephrasing some questions to avoid ambiguity. The researcher took these suggestions into account when designing the final version of the test. Their evaluation is based on the following criteria:

1. Clarity of the items and instructions.
2. Comprehensibility of the items, and to what extent the items are related to the subject.

Construct Validity

Construct validity demonstrates the link between the test and the expectation of hypothesized theory. In this study, the researcher checked students' ability to understand spoken messages through a listening test and the scoring technique relied on four levels of comprehension: literal, general understanding, detailed comprehension, and interpretive/applied comprehension. The individual score: Literal comprehension + General comprehension + Detailed Comprehension + Interpretive applied Comprehension

Construct Validity of the Pretest

Table 4.6. Correlation Coefficient of each item of the test with the total score of the pretest

No	Pearson Correlation	Sig. Level
01	,837	Sig. at 0.01
02	,837	Sig. at 0.01
03	,945	Sig. at 0.01
04	,730	Sig. at 0.01

Correlation is significant at 0.01 level (2-tailed)

The tables above showed that the hypothesis of construct validity was surveyed with Pearson correlation coefficient (r) using a level of statistical significance (0.01; 0.05). Rates between (0.8 and 1.00) indicate a very strong relationship. While rates between (0.6 and 0.8) indicate a strong relationship; rates between (0.4 and 0.6) indicate a moderate relationship. Moreover; between (0.2 and 0.4) stand for weak relationship; less than 0.2 very weak or no relationship. The table revealed that the tasks of the pretest do correlate positively with the total score of the test. However, items 1, 2, and 4 have a strong relationship while the third item has a very strong relationship.

Construct Validity of the Posttest

Table 4.7. Correlation Coefficient of each item of the test with the total score of the pretest

No	Pearson Correlation	Sig. Level
01	,690	Sig. at 0.05
02	,753	Sig. at 0.05
03	,942	Sig. at 0.05
04	,805	Sig. at 0.05

Correlation is significant at 0.05 level (2-tailed)

The table above showed that the hypothesis of construct validity was surveyed with Pearson correlation coefficient (r) using a level of statistical significance (0.01; 0.05). The table also revealed that the tasks of the posttest do correlate positively with the total score of the test. However, items 1 and 2 have a strong relationship while the third and the fourth items have a very strong relationship.

4.8. The Experiment

4.8.1. The Pre-Test stage

At the beginning of the academic year 2020/2021, a pre-test was administered to both groups (control and experimental), aiming to detect the students' initial level of listening comprehension and to prove that the lack of cultural background knowledge does exist among the subjects of the sample. The test was aimed to investigate whether the

students possess enough and relevant schemata (knowledge) to be able to comprehend English natural (authentic speech). It is also designed to evaluate students' levels of comprehension when they listen. The test consisted of an audiotape (culture-loaded) excerpt which means that the linguistic background and cultural background of the participants were automatically related to the passage. The test also involved four tasks Followed by 20 questions (Five-word recognition, five Multiple-choice questions; five True and False questions, five open-ended questions) which were employed to examine the following levels of listening Comprehension:

1. Literal Comprehension (Knowledge of text, words, forms, structures, and features)
2. General Comprehension (the main idea, general details key words, etc, identify the topic)
3. Detail Comprehension (Specific information)
4. Interpretive and Applied Comprehension (the intended meaning of the speaker)

To illustrate more, the test comprised four tasks; each task is aimed at assessing students' listening comprehension level. The following table presents a clear picture of the pre-test structure, and score.

Table4.7. the Listening Comprehension Pre-Posttest Design

Listening Comprehension levels	Explanation	Evaluation
Literal Comprehension	*The ability to recognize words; Knowledge of the text *The ability to comprehend the literal meaning of the words *Comprehension of phrases and sentences.	One task with 5 match wording activity

General Understanding	<ul style="list-style-type: none"> *Identify the keywords *Identify the general idea *Identify the main characters *Understanding of ideas and information *Making prediction *Restating information(make include simple interference) 	One task with 5 Multiple choice questions
Detailed Information	<ul style="list-style-type: none"> *Extract specific information *Builds interpretation *Provides accurate, relevant, and complete supporting details *Interference. 	One task with 5 true/false questions
Interpretive/ Applied Comprehension	<ul style="list-style-type: none"> *Ability to interpret the meaning of the information words *Understanding the meaning of words in context *Extract information using cultural background knowledge, not explicitly stated in the text *Interpret the speaker's intended message. *Ability to connect what you know with what you Listen. 	One task with 5 Open-ended questions

The scale of scoring students' answers is as follow:

- Correct answer (1point)
- Wrong answer: (0point)
- No answer (0 points)

The pre-test aims at:

- Diagnosing how much the listening comprehension improvement is related to cultural background knowledge implementation.
- Identify the difficulties faced by the students during listening to such materials.

- Assessing the students' comprehension ability with the culture-loaded speech.

The participants in both groups took the pre-test during a scheduled Oral Expression and Comprehension session. During the pretest, note-taking was allowed; the students of both groups also were informed that:

- They should work sincerely.
- This test is not included in their evaluation.
- They have to write down their names.

As the students' listening comprehension was tested, both the linguistic and cultural background knowledge automatically related to the listening passage were tested through assessing to what extent the students answer questions correctly.

4.8.2. The Treatment stage (training Phase)

It was mentioned earlier in the theoretical framework that language is deeply rooted in culture, and it is fully understood only in its appropriate context. It is also reviewed that students' level of familiarity with the foreign culture affects students listening comprehension. The treatment phase took approximately the whole academic year (2020/2021) during Oral Expression and Comprehension sessions. All sessions took place at the department of English, Abbess Laghrour University of Khenchela. The content of the courses was the same for both experimental and control groups. However, the experimental group received extra culture-based listening activities to promote their cultural knowledge. The CG did not receive any cultural information during the sessions either explicitly or implicitly. Moreover, it is worth mentioning that the researcher taught both groups.

All sessions took place in the department of English, Abbess Laghrour University of Khenchela. In addition to online sessions from 10 am to 12 am for the control group; from 10 am to 12 am for the Experimental group. Therefore, the treatment session's content aimed at helping the students to gain cultural knowledge. The cultural knowledge presented in the lessons covered the target culture's products, practices, and perspectives.

4.8.2.1. The objectives of the treatment

The treatment aims at:

- Equip students with a rich cultural knowledge that consists of
 - ✓ Products: “what” (Both physical and intellectual artifacts of the target culture) knowledge of formal institutions Big C
 - ✓ Practices: “how” (patterns of behavior that are recognized through community and touch with cultural features) Knowledge of daily life (little c)
 - ✓ Perspectives “Why” (The culture view of the world)
- Enhance students understanding of the colloquial language and everyday language (used in ordinary or familiar conversations including, phrasal verbs, idioms ...) presented in the listening materials

4.8.2.2. The Content of the Treatment Phase

Cutshall (2012) explained that “in the best language education programs today, the study of another language is synonymous with the study of other cultures” (p.32). The researchers chose the content of the integrated lessons from the target culture products, practices, and perspectives model to teach culture. Since the national standards of foreign language teaching recommended teaching culture through this model. The model suits the objectives of the study. The implementation of 3Ps model allowed us to know to what extent students acquire cultural background knowledge. The national standards for foreign language education (2015) emphasize two main standards to gain knowledge and understanding of other cultures

- ✓ Standard 2.1 –Students demonstrate an understanding of the relationship between the practice and perspectives of the culture studied.
- ✓ Standard 2.2 – Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

As mentioned in the previous chapter cultural knowledge consists of cultural products, practices, and perspectives. As a result during every session, the researcher introduced the three Ps’ model, which aims at explaining why and how individuals act and react in a particular context.

Table 4.9. The Outline of the Experimental Group sessions

Session	Topic	Objectives	Materials
Session 01	The use of forms of discourse (formal and informal) -Forms of Greetings -Forms of address -Forms of making requests -Forms of saying thank you	*To help the students to recognize and differentiate between the forms of discourse (formal and informal forms) in the target culture *To be informed about the several ways of greeting, addressing people, making requests, and saying thank you.	Listening materials and handouts
Session 02	Cultural Holidays: Why and how British and American people celebrate Christmas.	*To introduce the students with general information on <i>Christmas</i> about social values, behaviors, *knowledge about the practices and the behaviors of British and American people during the Christmas holiday. *The students also will be familiar with some greeting expressions that are equivalent to <i>Merry Christmas</i> .	Listening materials and handouts
Session 03	Cultural Holidays: American practices and perspectives towards Thanksgiving/ How and Why Americans celebrate Halloween?	*Tackling information about how and why the American celebrates Thanksgiving. *To introduce the students with some knowledge about Thanksgiving dinner recipes, and family gathering activities and games. * To explore some knowledge about Halloween party preparations and practices, Trick or Treat customs. *To gain knowledge about the tradition of wearing strange costumes *gain vocabulary knowledge about	Listening materials and handouts

		Thanksgiving. * gain vocabulary knowledge about Thanksgiving.	
Session 04	In the community: Transportation in the UK (London Transport)	*To understand the announcements calls of the stations. *To be knowledgeable about vehicles for transportation, cars and taxi, Underground trains, planes, and Coaches, and how to pay for tickets. *To introduce the students with some information about road signs, zebra-crossing, safety island, and parking meters	Listening materials and handouts
Session 05	Religion in the UK	*To present a cultural knowledge about the religion in the UK such as Protestants, Catholics, and Jews, religious holidays, Sunday services, funerals, burial practices, Baptism. *To be knowledgeable about the dates of workdays and days off	Listening materials and handouts
Session 06	Shopping: Americans practices and perspectives towards shopping	*To introduce the students to some shopping habits, types of shopping, and behaviors such as choosing clothes, paying habits and expressions, tips. *To help them to understand the American attitudes towards shopping. *To explore the clothing types such as men s clothes, women clothes, casual, formal clothes, and traditional cloths	Listening materials and handouts

<p>Session 07</p>	<p>Educational system: Education in the USA</p>	<p>*To introduce the students to educational life in the USA, starting with daycare, primary schools, secondary schools, subjects studies, social life at school; and higher education (College studies, and Campus social life.).</p> <p>*Help the students to understand the relationship in the social educational life.</p>	<p>Listening materials and handouts</p>
<p>Session 08</p>	<p>Political life: Election in the USA</p>	<p>*To explore the political system in the USA as the political parties, the government control, elections, personal security, and freedom.</p>	<p>Listening materials and handouts</p>
<p>Session 09</p>	<p>The Monarchy: the Royal Family in the UK</p>	<p>*To help the students to understand the monarchy in the UK</p> <p>*To introduce knowledge about: the government in the UK, the royal family members, their titles, royal events and ceremonies, the royal family image.</p> <p>*To help the students the role of the prime minister in the UK.</p>	<p>Listening materials and handouts</p>
<p>Session 10/11</p>	<p>Family/ Food habits</p>	<p>*To introduce the family system in the USA and UK discussing the gender roles, size and relationships, marriage, and family gatherings.</p> <p>*To introduce a piece of information about food kinds, and eating habits such as the meals times, and how many meals.</p> <p>*To help them to understand family values in the target culture, for</p>	<p>Listening materials and handouts</p>

		<p>example how people treat newborns in the UK, and the USA.</p> <p>*To help the students to understand table mannerisms such as the setting arrangement, and the techniques of serving dishes.</p>	
<p>Session 12</p>	<p>Values in culture: Attitudes of showing emotions</p>	<p>*To gain knowledge about the American attitudes towards showing emotions</p> <p>*To help the students to understand the emotional tone of the speakers</p>	<p>Listening materials and handouts</p>

4.8.3. Teacher’s Role

4.8.3.1. Selection of the materials

Every session the researcher provides the students with cultural information through listening comprehension activities and materials. Consequently, the selection of the materials aimed to meet our research goals. The selected materials are turning around the British/American cultures (Culture loaded experts) since the main point of this study is to investigate the influence of culture on listening comprehension. The listening experts derived from authentic sources involve more colloquial language, slang, and everyday expressions; to familiarize students with some aspects of the target culture. The materials are excerpted from authentic sources such as BBC, British Council, APcentral, ACTFL, Radio station, Podcasts Youtube.com, Newspapers,...etc. generally, the selected materials are supported with visual aids to become familiar with non-verbal messages and forms.

4.8.3.2. Classroom management

The tasks planned in each session are the same for the two groups; the only difference is that the experimental group received extra listening activities with a specific material. Tseng (2002) supported this by emphasizing that “each exercise is tied in with something and that something is culture” (p.20)

In each session, the listening comprehension activities are divided into three main stages: Pre-listening, while-listening, post-listening. Different forms of activities are used in each stage such as (fill in the gap, True/False questions, Multiple Choice questions, Open-ended questions, Close-ended questions, vocabulary box, complete information in the chart...etc)

Pre-listening phase

This first stage involved pre-listening cultural knowledge activities; the researcher prepared the students for what they are going to listen through introducing the students to the topic, informing the students about information presented in the listening excerpts, activating vocabulary by asking the students to brainstorm the words and phrases related to the topic. Then, activate the students' cultural background knowledge, and prediction followed by discussing culture-bound questions that last from 5 to 10 minutes. For example, if the cultural content of the listening excerpts is about thanksgiving, the researcher provided the students with background knowledge concerning thanksgiving customs, beliefs, and practices.

While-listening phase

During this stage, the students asked to listen and do the task. All the students allowed taking notes. In this phase, the activities aimed to direct the students as they attempt to comprehend the general idea, supporting details, and understand the speaker's intended message. The students listened twice to the passage; between the first and the second time, the teacher gave them enough time to discuss and compare their answers as they can exchange the missing information. The teacher provided the used materials with visual support aiming to help them to interpret the non-verbal signs of the speaker. This phase usually took from 20 to 30 minutes. Underwood (1989) identifies that "good while-listening activities help listeners find their way through the listener the listening text and build upon the expectations raised by pre-listening activities" (p.46)

Post-listening Phase

The post-listening phase aimed at permitting the students to apply what they comprehend from the aural passage to answer the questions and do the tasks. The activities used in this phase aimed also at analyzing and interpreting facts, throughout this phase, the

students will be able to construct meaning engage in discussions and use the new vocabulary. All the above-mentioned phases were designed to promote students' cultural knowledge.

4.8.3.3. Vocabulary Study

During the experiment, the researcher designed the above-mentioned phase activities to study vocabulary by explaining the meaning of keywords mentioned in the listening passages. Additionally, the teacher explained the idioms, idiomatic phrases (phrasal verb), real-life words, the cultural connotations of the words presented in the listening materials. Before providing the students with the meaning; the students encouraged to guess the meaning from the context. The researcher also provided the students with new idioms connected to the lesson theme. In addition, specific characteristics of the spoken language, for example, contractions and elision are elaborated. After explaining the new words and expressions, the teacher provided the students with new examples.

4.8.4. Post-Test Stage

At the end of the experiment, the experimental design requires a post-test which is the same in terms of form and structure (number and type of questions) to the pretest; however, they differ in terms of the topic and content. The post-test enables the researcher to submit the hypothesis to a statistical test. In addition, it proves that any observed changes in the EG are only due to the implementation of the independent variable not due to other external variables. It aims at assessing students' progress in comprehending spoken messages of the target language. The post-test tends to:

- Measure students' improvement in understanding listening passages after promoting their cultural background knowledge.
- Check the effectiveness of culture implementation within students listening comprehension activities.

After gathering scores in both tests, the researcher applied a t-test to assume that a true difference exists between the two groups, control and experimental is due to the applied treatment.

Table 4.6 Comparison of Instructional Aspects for Experimental and Control Groups

Material used	Experimental	Control
Oral Expression and Comprehension	Listening Comprehension+ Speaking	Listening Comprehension+ Speaking
Time allotted For Listening Comprehension	30 minutes	30 minutes
Cultural background knowledge handouts	Yes	No
Cultural background knowledge listening activities	60 minutes	None
Tests(pre-test, post-test)	Same	Same
Methods used	Discussing Questioning Comparison	Traditional, direct, and regular instruction (listen, answer, check).
Cultural Knowledge Handouts	Yes	None
Attitude Scale	Yes	No

4.9. Data Analysis Procedures

This section aims at explaining the procedures used for analyzing the collected data. To examine the cause/effect relationship between students' cultural background knowledge and their listening comprehension, both quantitative and qualitative data were required. To this end, the researcher analyzed the obtained results from the students' questionnaire, teachers' questionnaire, cultural knowledge Self Assessment Survey, the pre

and post-listening comprehension were analyzed both qualitatively and quantitatively with the aid of the Statistical Package for the Social Sciences (SPSS) programmer.

In this research, the researcher used several statistical procedures to compare students' performance in the experimental and the control group before and after the treatment phase that applied to the experimental group. Both the descriptive statistics such as the means (a measure of central tendency) of the scores and standard of deviation (dispersion measure) used to compare both groups before and after the treatment phase to measure students listening comprehension improvements in both groups.

The statistical technique of data analysis T-test exploited to compare the means obtained in tests by both control and experimental groups to draw results. The T-test used also to test the hypotheses by determining whether the treatment (cultural background knowledge) affects students' listening comprehension, by allowing the researcher to reject the null hypotheses and accept the alternative hypotheses.

4.10. Summary of the Study Procedure

The current study progressed according to the following steps

- 1) Theoretical framing and previous studies related to cultural knowledge and listening comprehension.
- 2) Designing the instruments of the study: Teachers' Questionnaire, Students' questionnaire, Cultural knowledge self-assessment survey, pretest, posttest, the attitude scale.
- 3) Investigating students' listening comprehension difficulties and their attitudes towards the importance of teaching culture and the impact of cultural background knowledge on their' listening comprehension.
- 4) Checking the validity and reliability of the instruments.
- 5) Choosing the sample of the study; experimental and control group.
- 6) Checking students' cultural background knowledge initial level.
- 7) Conducting the pre-test for both groups: experimental and control groups

- 8) Implementing the treatment for the experimental group.
- 9) Conducting the post-test.
- 10) Applying the students' attitude scale for the experimental group.
- 11) Interpreting, analyzing and discussing the obtained results

4.11. Ethical Consideration

In the scientific research field, ethical issues are the core of research and the basis of research designs especially in social sciences studies since usually in this field the researchers deal with human beings.

In the current study, the ethical issues were taken into consideration. In the beginning, the researcher asked for administrative permission from the head of the department of English at the Abess Laghrour University of Khenchela for carrying out the experiment which occurred in the students Oral Comprehension and Expression ordinary sessions. Before starting the experiment, the researcher informed the participants in both the control and experimental group that they are part of an experimental study. The researcher made a promise that the obtained results will be anonymous to preserve the participants' privacy. Another ethical consideration, the researcher clearly explained to the learners that their contribution to the study will not be counted in their evaluation.

Conclusion

This study aims to investigate the effect of cultural background knowledge on comprehending English spoken texts. So, this study attempted to find answers to the research questions. As mentioned in the introduction, this chapter aims at explaining the different phases of the research design and methodology. Moreover, we have explained the causes behind choosing the mixed approach; the description of the tools used in gathering the necessary data: Teachers' questionnaire; Students' questionnaire; the cultural knowledge self-assessment survey, pretest, posttest, attitude scale. This chapter deeply discussed the Experiment with its different phases from the pre-test phase, the treatment phase, to the posttest phase. And the different procedures used to analyze and interpret the acquired results. It also supplies validity and reliability of the tools used during the

research. This chapter also sheds light on some ethical considerations. The following chapter will present the collected data and findings of the current research.

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Chapter Five: Findings Analysis, Interpretation and Discussion

Introduction

This chapter composed of five sections that will be devoted to the presentation, analysis, and discussion of the data that are displayed through tables, figures, and then quantitatively and qualitatively analyzed. The first section provides results collected from the teachers' questionnaire. The second section involves the analysis of the students' questionnaire; the third one presents the analysis of cultural background knowledge self-assessment. The fourth section displays the results of the pre-post-tests; finally, the fifth section presents the results obtained from the students' attitude scale. As emphasized earlier the current research involves an experiment to empirically evaluate the impact of cultural background knowledge on students' listening comprehension. In this regard, we hypothesize that having cultural background knowledge will facilitate comprehension of English spoken passages. The scores obtained from the pre and post-tests, designed by the researcher, were assigned to students to help the researcher to confirm or reject the research hypotheses which implies the implementation of culture in oral comprehension and expression lectures. The data collected from the administration of the pre and post-tests of listening comprehension would indeed reveal any changes in students' performance.

5.1. Analysis and Interpretation of Teachers Questionnaire Data

Introduction

A Likert scale questionnaire with 34 statements divided into 3 main sections that aimed at investigating teachers' attitudes and perceptions towards the importance of integrating cultural background knowledge in EFL classes.

5.1.1. Description of the Questionnaire

The teachers' questionnaire is a web-based Likert scale questionnaire with 34 statements divided into three parts. Each section aimed at collecting data and information that is crucial for this research study. In section one; the participants will lay out demographic information about their age, teaching experience, and place of work. However, the second section will provide information about teachers' attitudes regarding culture and culture teaching in their EFL classes. The analysis of this section will shed light on important facts about the situation of teaching culture in the Algerian Universities English classes.

Finally, the third section will present the information about teachers' perceptions towards the importance of cultural background knowledge in their EFL classes with an emphasis on its impact if any on students' language skills learning. The obtained findings of this questionnaire will help the researcher to understand the situation and identify the problem before starting the experiment.

5.1.2. Administration of the Questionnaire

The questionnaire administrated to a sample population of EFL teachers of the Algerian universities; the participants received the questionnaire through an email via Google form. The teachers were the researchers' colleagues from different universities.

5.1.3. Analysis and Interpretation of the Results

The results of the teachers' questionnaire were collected, then compiled, and presented quantitatively in tables.

5.1.3.1. Section One: Teachers' Background Information

The background information involves variables such as teacher's qualification, place of work, and teaching experience. These questions were asked since they show the significance of the research study. The first question explains the scientific degree of the participants; the second one was about the place of work, the researchers intentionally sent the questionnaire to teachers from different universities aiming to gain insights about the place of culture teaching in EFL classrooms from different universities. And to see whether they have the same attitudes and perceptions towards the importance of cultural background knowledge in their EFL classes; the third question aimed at collecting information about their teaching experience to see whether their teaching experience would help them to identify their students' needs.

Teachers' Qualification:

Table 5.1 Teachers' qualification

Teachers' qualification	Master	Magister	Doctorate
N	20	10	50
%	25%	12,50%	62,50%

For the whole section

N= number of the teachers; %= percentage of the teachers

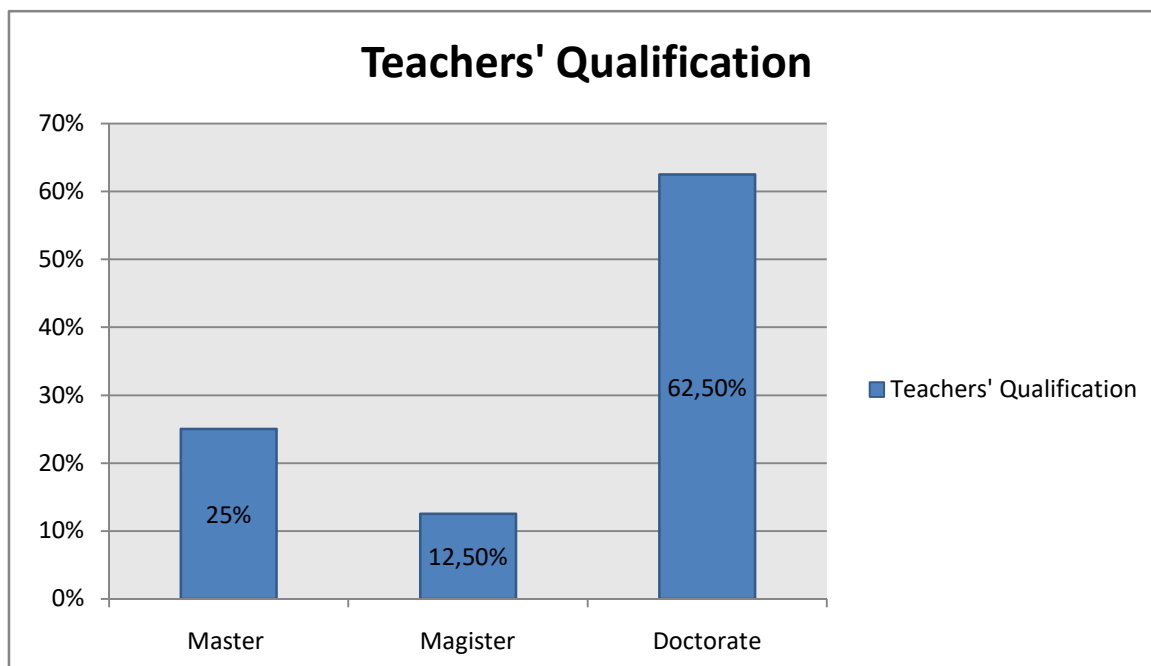


Figure 5.1: Teachers' Qualification

The table and the figure above depicted that the majority of the teachers have a Doctorate with a percentage of (62, 50%), and (25, 50%) hold masters; while (12, 50%) hold Magister.

Teachers Years of Experience

Table 5.2: Teachers' Experience

Teachers' experience	1-5 years	5-10 years	More than 10 years
N	15	30	45
%	18,75%	37,50%	56,25%

This question aimed at collecting information about the participants' years of experience which ranged from one year to more than ten years. As can be seen from the

above table; the majority of our participants (56, 25%) have more than 10 years of teaching experience; while (37, 50%) their experience ranged from five to ten years. The table also revealed that the minority (18, 75%) of the participants have an experience of one to five years. this indicates that almost all the teachers have extensive teaching experience of more than five years; so their answers will be described as effective and adequate answers about the importance of culture in their classrooms.

Table 5.3 Teachers' Place of Work

Teachers' place of work	N	Percentage
Khenchela University	20	25%
Batna University	10	12,50%
Oum Elbouaghi University	08	10%
Tebessa University	02	2,50%
El Oued University	10	12,50%
Biskra University	08	10%
Souk Ahras University	10	12,50%
Constantine University	04	05%
Oran University	04	05%
Setif University	02	2,50%
Algiers University	02	2,50%

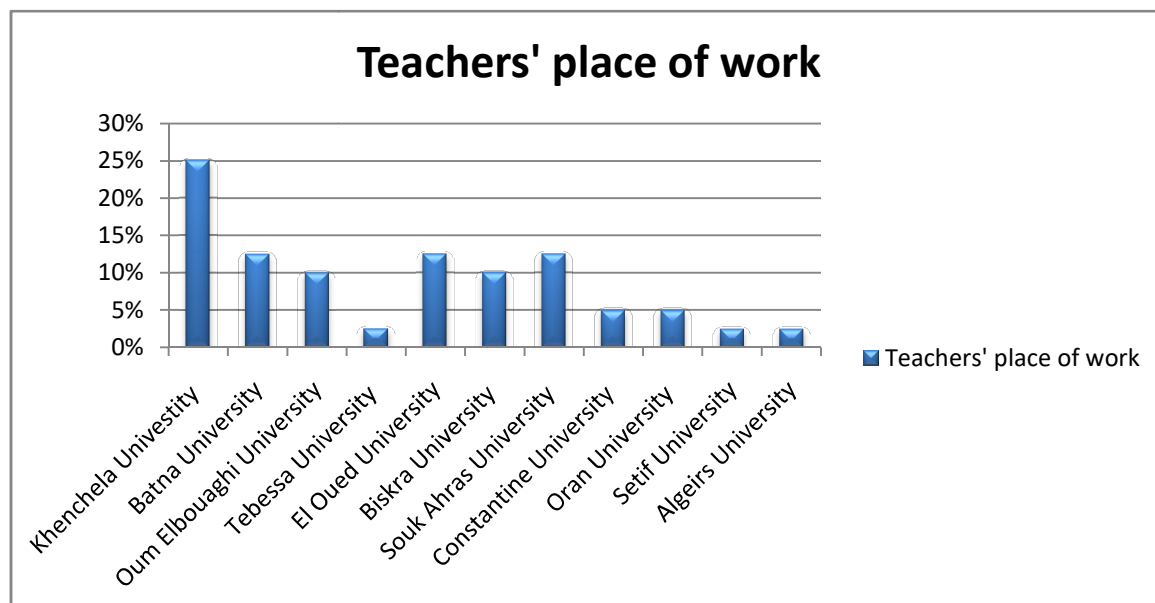


Figure 5.2 Teachers' Place of Work

This question aimed at collecting information about the place of work, the results presented in table (5.3) and figure (5.2) showed that the participants work in different universities across the country. The majority of the respondents (20/25%) work at the University of Khenchela. While 10 participants by (12, 50%) from Batna 2 University, 10 from El Oued University; and 10 from Souk Ahras University. The others were from (8/10%) Oum Elbouaghi, Biskra (08/10%), Constantine 2 (04/05%), Tebessa (02/2,50%), Oran (04/05%), Setif 2 (02/2,50), and Algiers2 University(02/2,50%). This implies that the research will collect insights about the place of culture in EFL classes from different universities.

5.1.3.2. Section Two: Teachers' Attitudes towards the Importance of Cultural Background Knowledge

A-Teachers' attitudes towards the relationship between language and culture

From table (5.4), we noticed that 45 teachers by (56, 25%) agreed and 15 (18, 75%) strongly agree on the first statement, while (15%) of them were neutral, as we noticed here there were 5 teachers who disagree with a percentage of (6, 25%), and (2/3, 75%) strongly disagrees. The second statement aimed at collecting information about their attitudes towards the closeness of language and culture. 47 of the respondents (58, 75 %) agreed that culture and language are closely related, and even more (25%) strongly agreed.

Moreover, the results showed that only 1 teacher by (1, 25 %) strongly disagree and (5/6, 25%) disagree that “language and culture are two inseparable entities”. Therefore the majority of teachers agreed on that (46/57, 50 agree with %, 25% strongly agree). Besides, the majority of the teachers (47/58, 75% agree, 20/25% strongly agree) accepted that culture and language are closely related; (7/8, 75%) of them disagree, and only one teacher by (1, 25%) strongly disagrees. Teachers’ answers throw back the respondents’ awareness of the interrelatedness between language and culture.

Table5.4. Teachers’ attitudes towards the relationship between language and culture

Items	SD	D	N	A	SA
	(%)	(%)	(%)	(%)	(%)
1. Culture is everything socially learned and shared.	3,75	6,25	15	56,25	18,75
2. Culture and language are two inseparable entities.	1,25	6,25	10	57,50	25
3. Culture and language are closely related	1,25	8,75	6,25	58,75	25

B- Teachers’ attitudes towards the importance of integrating culture in EFL classes

The results in table (5.5) showed that the participants chose for the "Agree" option with frequency 47 by (58, 75 %) and 20 teachers by (25%) strongly agree that integrating culture in EFL classes is important. Within the same regard (64/80%) of the teachers believed that culture should take more emphasis in foreign language classes, and (64/80%) disagreed that culture should take less emphasis in the curriculum. So we can say that despite the importance of culture, it still receives less attention.

We noticed that the large majority of the teachers in the present study accepted that big “C” culture takes more emphasis than little “c” culture in the curriculum with a percentage of (40/50% agree, 6/7, 50% strongly agree); while (24/30%) of them were neutral, and (10/12, 50%) disagreed. We can say that almost teachers believed that culture must be integrated into the process of teaching EFL with more emphasis and interest, and concentrate on little “c” culture such as the ways of life more than focusing on Big "C" culture and teaching only American/British civilization and literature. Concerning the fifth statement in the table “integrating culture in EFL classrooms promotes English learning”

more than half of the teachers (45/56, 25%) agree; (15/18, 75%) of them strongly agree. While only (5/6, 25 disagree, 1/ 1, 25% strongly disagree) disagree; after a deep analysis in teachers' responses, we found that the teachers who disagree on that had no more than 5 years of working experience. So we can say that the lack of experience may be the reason behind their answers. Additionally, (55/68,75% agree, 5/6,25%) of the teachers interacted positively with the idea that integrating culture in foreign language classes opens the door for the students to know more about other's values, behaviors, and attitudes.

Table 5.5. Teachers' attitudes towards the importance of integrating culture in EFL classes

Items	SD	D	N	A	SA
	(%)	(%)	(%)	(%)	(%)
1. Integrating culture in English as a foreign language classroom is important.	1,25	8,75	6,25	58,75	25
2. Integrating culture should take more emphasis in foreign language classrooms.	1,25	6,25	12,50	80	0
3. Integrating culture should take less emphasis in foreign language classrooms.	12,50	80	12,50	6,25	0
4. Big C culture takes more emphasis than little c culture in the curriculum.	0	12,50	30	50	7,50
5. Integrating culture in EFL classrooms promotes English learning.	1,25	6,25	17,50	56,25	18,75
6. Integrating culture in foreign language classes opens the door for the students to know more about others' values, behaviors, and attitudes.	1,25	6,25	17,50	68,75	6,25

C- Teachers' attitudes towards teaching culture in EFL classes

A glance at table 6 indicated that the majority of the respondents (25/31, 25% agree, 25/31, 25% strongly agree) believed that teaching culture is a difficult process, while only (25%) disagree. However, almost all teachers (45/56, 25% agree, 10/12, 50%

strongly agree) accepted that teaching culture is enjoyable. According to the findings, despite the important role of culture in EFL classes; teachers (54/67, 50% agree, 14/17, 50 %strongly agree) believed that teaching culture is ignored in EFL classes. On the other hand, (5/6, 25%) of them disagreed, and only one teacher (1, 25%) strongly disagreed. As can be seen from the table teachers also believed that teaching culture is important and not useless since more the majority of them with a percentage of (47/58, 75%) disagreed, and (20/25%) strongly disagreed on that while only (7/8, 75 agree, 1, 25 strongly agree) agreed. It is highly noticed that the majority (55/68, 75%) agreed that the students in EFL classrooms should be culturally aware, and (10/12, 50 %) strongly agreed. The results in this table revealed that most teachers appreciate teaching culture and understand that it is beneficial in their classrooms.

Table5. 6. Teachers' attitudes towards teaching culture in EFL classes

Items	SD	D	N	A	SA
	(%)	(%)	(%)	(%)	(%)
1. In foreign language classes, teaching culture is difficult	0	25	12,50	31,25	31,25
2. In foreign language classes, teaching culture is enjoyable.	0	25	6,25	56,25	12,50
3. In foreign language classes, teaching culture is ignored.	1,25	6,25	7,50	67,50	17,50
4. In foreign language teaching classes, teaching culture is useless.	25	58,75	6,25	8,75	1,25
5. In foreign language classes, teaching culture is inconvenient.	18,75	68,75	6,25	6,25	0
6. In foreign language classrooms, the students should learn the target culture and their native culture.	1,25	8,75	13,75	51,25	25
7. In foreign language classrooms students should be aware of the differences and similarities between their' native culture and the target culture.	1,25	8,75	8,75	68,75	12,50

5.1.3.3. Section Three: Teachers' Perceptions towards the Impact of Cultural Background Knowledge on their EFL Teaching Process

A-Teachers' perceptions towards the influence of cultural background knowledge on EFL teaching process

As reported in table 7, (62/77, 50%) of the teachers strongly agreed that integrating culture in EFL classes develops students' cultural background knowledge. (13/16, 25%) of them were neutral; while only 5 teachers by (6, 25%) disagreed. Within the same context, the teachers have an approximately equal percentage of agreement and disagreement on the ability to acquire cultural knowledge in classrooms that one teacher (7/1, 25% strongly disagree, 26/32, 50% disagree); disagree, and (25/31, 25 % agree, 7/ 8, 75% strongly agree) of the teachers agree. And (21/26, 25%) were neutral.

Teachers showed positive attitudes towards the influence of cultural knowledge on teaching EFL. More than half of the participants 60 teachers by (75%) agree, (7/8, 75%) of them strongly agree on the fourth statement of the table. We noticed from the table that teachers (53/66, 25% agree, 10/12, 50 % strongly agree) accepted that cultural background knowledge helps the students to develop intercultural communicative skills. (60/75%) of the participants agreed that cultural awareness helps to preserve students' cultural identity, (7/7, 50%) of them disagree while only four teachers by (5%) strongly disagreed on that, besides, (65/81, 25%) of the teachers agreed that cultural background knowledge allows the students to recognize their cultural values, beliefs, and attitudes.

Acquiring cultural background knowledge has many benefits in EFL classes, it helps the learners to appreciate others' way of thinking, (65/81, 25%) of the teachers accepted that (5/6, 25%) were neutral. In the same regard the participants stated that acquiring cultural background knowledge is a challenging process since the majority of the teachers with a percentage of (54/67, 50%) agreed, and (10/12, 50%) of them strongly agreed. Additionally, as we are living in the 21st century, and our world is getting smaller and more interconnected, intercultural competence is necessary, the majority of the teachers (65/81, 25%) understood that acquiring intercultural skills is important.

Table5.7 Teachers' perceptions towards the influence of cultural background knowledge on EFL teaching process

Items	SD (%)	D (%)	N (%)	A (%)	SA (%)
1. Teaching the target culture influences the process of learning a foreign language.	2,50	7,50	6,25	68,75	15
2. Integrating culture helps the learners to develop their cultural background knowledge.	0	6,25	16,25	0	77,5
3. Cultural background knowledge can be acquired in classrooms.	1,25	32,50	26,25	31,25	8,75
4. Cultural background knowledge plays a key role in developing learners' communicative competence.	1,25	7,50	7,50	75	8,75
5. Cultural background knowledge helps learners to develop intercultural communicative skills	1,25	6,25	13,75	66,25	12,50
6. Cultural awareness helps learners to preserve their cultural identity.	5	7,50	12,50	75	0
7. Cultural background knowledge helps the learners to appreciate others' way of thinking.	1,25	6,25	6,25	81,25	0
8. Cultural background knowledge allows the learners to recognize their cultural values, beliefs, and attitudes.	1,25	6,25	11,25	81,25	0
9. In a globalized world, intercultural competence is necessary	1,25	7,50	10	81,25	0
10. Acquiring a cultural background knowledge is challenging	1,25	6,25	12,50	67,50	12,50

B- Teachers' perceptions towards the impact of the lack of cultural background knowledge on the EFL teaching process

As illustrated in table (5.7), (43/53, 75% agree, 24/30% strongly agree) of the teachers thought that the lack of cultural background causes problems in the teaching

process, however (6/7, 50 %) of them disagreed, and only one teacher (1, 25%) strongly disagreed. A deep analysis showed that teachers who strongly disagreed had few years of experience. The findings confirmed that the lack of cultural background knowledge has a negative impact on students' learning language skills (listening comprehension, reading comprehension, speaking, and writing). (50/62, 50% agree, 10/12, 50% strongly agree) agreed on the importance of cultural background knowledge to develop students' listening comprehension; and the majority of the teachers (50/62, 50% agree, 14/17, 50% strongly agree) agreed on the impact of cultural background knowledge on students' reading comprehension.

Additionally, teachers (50/62, 50% agree, 16/20% strongly agree) believed that cultural background knowledge has an impact on students' speaking, and (54/67, 50% agree, 21/15% strongly agree) of the respondents expressed the importance of cultural background knowledge on students' writing. We concluded from these results that cultural background knowledge is necessary for teaching foreign language skills. One of the major problems when learning a foreign language is miscommunication, most of the teachers (60/75%) agreed that the lack of cultural background knowledge causes problems that lead to miscommunication, while only (7/8,75%) of them disagreed.

Table 5.8 Teachers' perceptions towards the impact of the lack of cultural background knowledge on the EFL teaching process

Items	SD (%)	D (%)	N (%)	A (%)	SA (%)
1. The lack of cultural background knowledge causes problems in learning a foreign language.	1,25	7,50	7,50	53,75	30
2. The lack of cultural background knowledge has an impact on learners' listening comprehension.	6,25	12,50	6,25	62,50	12,50
3. The lack of cultural background knowledge has an impact on learners' reading comprehension.	1,25	12,50	6,25	62,50	17,50
4. The lack of cultural background knowledge has an impact on learners'	1,25	8,75	7,50	62,50	20

speaking.

5. The lack of cultural background

knowledge has an impact on learners' 1,25 8,75 7,50 67,50 15

writing.

6. The lack of cultural background

knowledge causes misunderstanding 1,25 8,75 7,50 75 8,75

problems which lead to miscommunication.

Discussion and Conclusion

The analysis of the participants' answers showed that integrating culture in EFL classes constitutes a great concern of EFL university teachers in Algeria; however, the teachers displayed their notions about what is culture, its relationship to language; and its importance. Besides the beneficial role cultural knowledge in learning foreign language skills; a great number of the teachers agreed on the lack of cultural background knowledge can be the reason behind major problems such as the students' ability to comprehend what they listen or read, and how they speak or write. While some other teachers do not accept the necessity of cultural background knowledge in teaching EFL.

Overall, the results showed that the majority of the participants have positive attitudes towards culture teaching and its importance because it opens the door for the students to know more perspectives about different cultures. The results also revealed that teachers underline the importance of promoting learning among students through culture inclusion and determine the cultural differences between the target culture and the student's native culture. Another point, the analysis also showed that the relationship between acquiring cultural background knowledge and developing students' intercultural communicative competence is so strong, and culture teaching helps students to promote their cultural background knowledge. The results also showed that teachers consider teaching culture inevitable while teaching a foreign language. Although, the majority of the teachers agreed that teaching culture is a complex and challenging process.

Although teachers tend to focus mainly on teaching Big "C" culture (civilization and literature) rather than teaching little "c" culture. One of the most effective approaches

of teaching culture in EFL classrooms is to compare the target culture with the students' native culture. The analysis also showed that the majority of the teachers agreed that in EFL classes, the teachers should teach the target culture and the student's native culture. They also pointed out that integrating culture helps the students to appreciate others' ways of thinking. While some teachers' have negative attitudes towards teaching culture as a result of the fear of losing one's cultural identity. Additionally, some teachers did not agree on the advantages of acquiring cultural background knowledge, moreover, they seemed to be uncomfortable with culture integration, and believed that culture inclusion is inconvenient. All in all the results of this study revealed that cultural background knowledge is necessary for teaching EFL according to the Algerian EFL university teachers.

5.2. Analysis and Interpretation of Students Preliminary Questionnaire Data

Introduction

This current study mainly aimed to investigate the effect of cultural background knowledge on Second year EFL students' ability to comprehend spoken English passages. Henceforth, the researcher apt for an experimental study within two intact groups experimental and control groups through applying a treatment to the experimental group to see whether any noticed changes in their listening comprehension performance. So before that, the researcher administered a questionnaire to the whole population to investigate their attitudes towards the importance of cultural background knowledge in their EFL classes with a particular focus on their attitudes towards the impact of cultural background knowledge on listening comprehension. And as the name suggests (preliminary), this questionnaire aimed primarily to see whether the second-year EFL at the English Department at Khenchela University has listening comprehension problems related to their lack of cultural background knowledge.

5.2.1. Description of the questionnaire

The students' questionnaire is a thirty-six-item questionnaire composed of three sections. Section one aimed at collocating demographic information that includes age, gender, etc. Section Two devoted to examine students' attitudes towards, cultural teaching, the importance of cultural background knowledge in their learning process. Section Three; however, aims at investigating students listening comprehension difficulties, and their

attitudes towards the impact of cultural background knowledge on their listening comprehension. The information obtained from this questionnaire will provide immense help for the researcher, as it provides a clear picture about students listening comprehension difficulties and their awareness of the importance of cultural knowledge on their learning English in general, and on their listening comprehension in particular.

5.2.2. The Administration of the Questionnaire

The questionnaire administrated to the whole population of the second-year LMD students at the Department of English, Khenchela University. The population of the second year composed of 7 groups. The researcher was responsible for administering the questionnaire to the students as they were given enough time to answer the questionnaire.

5.2.3. Analysis and Interpretation the results

The answers of the students were collected then descriptively analyzed and interpreted. Eventually, it ends up with a summary.

5.2.3.1. Section One: Students Demographic information (Background knowledge)

This section aims on helping the researcher to have a clear description of the sample in terms, of age, gender, visiting an English-speaking country.

Item One: Gender

Table 5.9 Students Gender Distribution

Response	Participants	Percentage
Male	22	13.75%
Female	138	86.25%
Total	160	100%

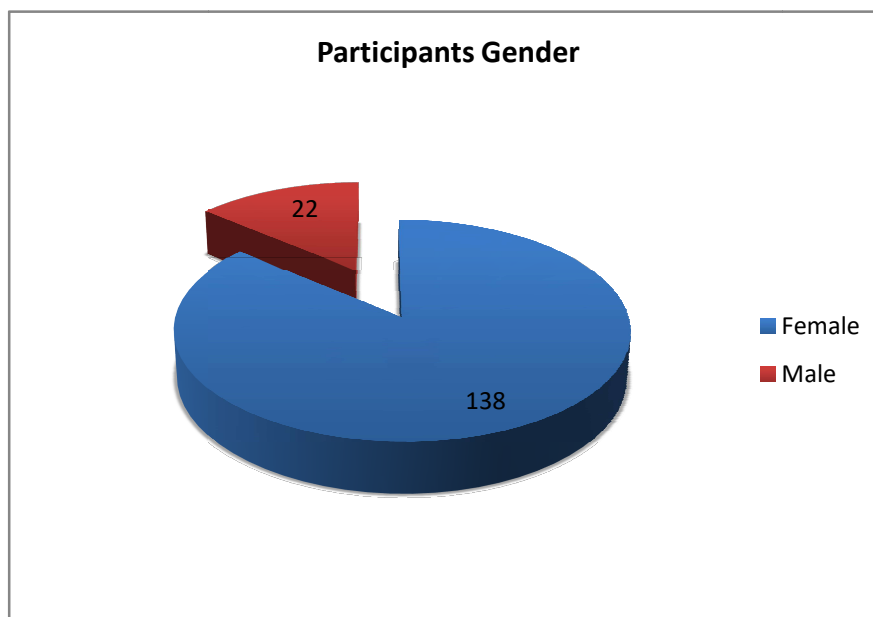


Figure 5.3. Students Gender

Item Two: Age

Table 5.10 Students Age

Age	Frequency	Percentage
From 18 to 21	123	76.87%
From 22 to 25	25	15.62%
From 26 to 30	10	6.25%
Older than 30	2	1.25%

The results in table one indicated that the majority of the participants were females which represent (138) of students and the male represents (22 students). It reflects that the majority of the EFL students at Khenchela University were females. Consequently learning foreign languages is preferable for girls more than boys. Since a gender difference is not a variable in this study, the interference of these factors did not analyzed and interpreted. It provided only background information for the sample. While, table (5.10) revealed that the participants' age ranged from 18 to 45, with an average of 20 years. This indicates that our population is young. However, this also confirms the homogeneity of the target population.

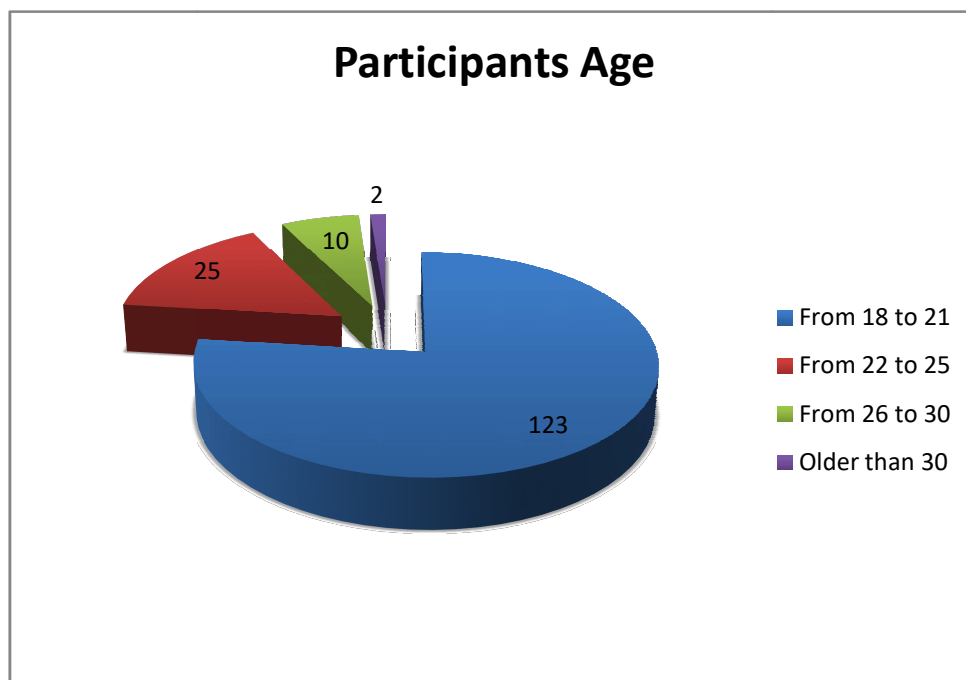


Figure 5.4. Students age

Item 4 and 5

These two questions were asked mainly to know if the students had direct contact with the foreign culture, they were asked if they have ever stayed in English speaking country, and if the answer is yes; they should provide duration. The results clearly showed that no one of the students had traveled to English speaking country. It was very important to know if the students visited an English speaking country, aiming to check whether they could develop an understanding of the target culture since he/she may certainly be involved in real-life interactions with English native speakers, and gain some cultural knowledge (way of life, speech patterns, and communication mode).

As mentioned before, this study aimed to investigate the impact of cultural background on students listening comprehension, and visiting an English-speaking country may influence and develop students' cultural knowledge as result the researcher opted for these questions to make sure that all the students have the same cultural background knowledge level.

Item 6 including this academic year, how long have you been studying English?

Concerning this question, the majority of the students (86%) said that counting this academic year, they have been learning English for (9) ninth year. This is rational

since the majority of the students aged from 18 to 21 so they studied under the new educational system reforms which they started learning English in their first year in middle schools. Indeed they studied English for four years, three years in secondary schools, and two years in the university (including this academic year). For those respondents who answered that they have been studying English for more than nine years, this suggests that they may be repetitive. As the answer displayed, nine years or more is a sufficient and good period to maintain that our participants are fluent communicators of English as They have a sufficient linguistic package that helps them to understand listening materials.

5.2.3.2. Students' attitudes towards the impact of cultural background knowledge on their learning EFL process

Subsection: Students' attitudes towards the importance of teaching culture

Item 1 According to you (*culture is defined as*)

- a- Society's products: geography, history, civilization, literature, and politics.
- b- Society's practices and behaviors.
- c- Attitudes and perspectives
- d- All the above

Table 5.11. Students' definition of culture

Option	N	Percentage
a	21	4.96%
b	11	13.02%
c	09	6.82%
d	120	74.40%

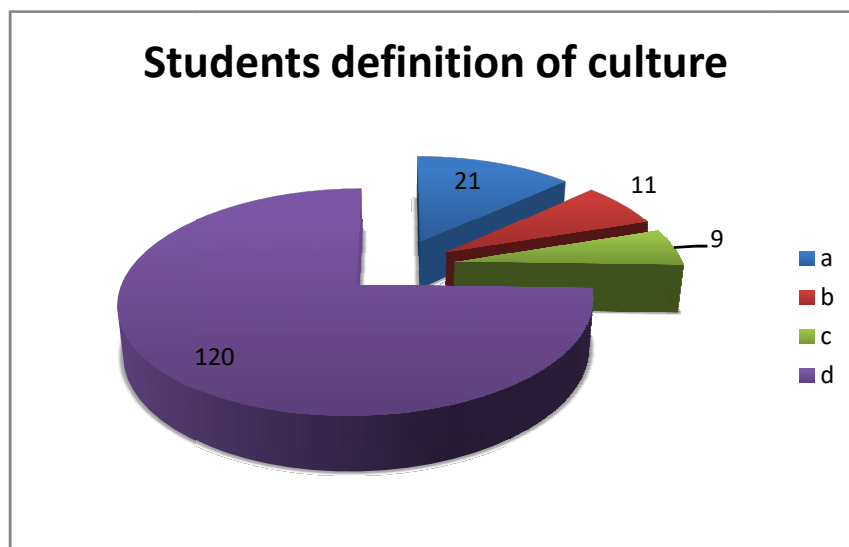


Figure 5.5. Students definition of culture

With the view of getting insights about students' understanding of the concept "culture"; the students were given four options to choose from. The presented results in the above table demonstrated that EFL second-year students were aware of the definition of the concept (*culture*). Since the majority of the students, 74.40% chose the option "d" which signifies that the students have a deep understanding of what culture is. So for them, culture is not only society products, practices, or even perspective alone. According to them, culture is a sum of society products, practices, and perspectives. At the same time, 13.02% of the students believed that *culture is society products such as literature, civilization*.

Item 2. Do you think culture and language are two inseparable entities?

Table 5.12. Students' attitudes towards the Relationship between language and culture

Response	Yes	No
Participants	150	10
Percentage	93.75	6.25

Through this question, students' answers indicated their awareness, reflected by almost students (93%) believed on the intertwined relationship between language and culture. The mentioned results supported the inseparability of language and culture. While only (4.96%) of the participants ignored this fact and believed that language and culture could be separable; certainty they have their reasons may be due to the great emphasis on

teaching the linguistic features such as grammar, lexis, phonetics as compared to the emphasis devoted to teaching culture.

Item 3: Do you think that integrating culture in EFL classes is important?

- a- Yes, very important
- b- Yes, important
- c- Not important
- d- I don't know

Table5.13. The students' attitudes towards the importance of teaching culture

Response	Yes, very important	Yes, important	Not important	I don't know
Participants	140	12	0	10
Percentage	87.50	6.25	0	6.25

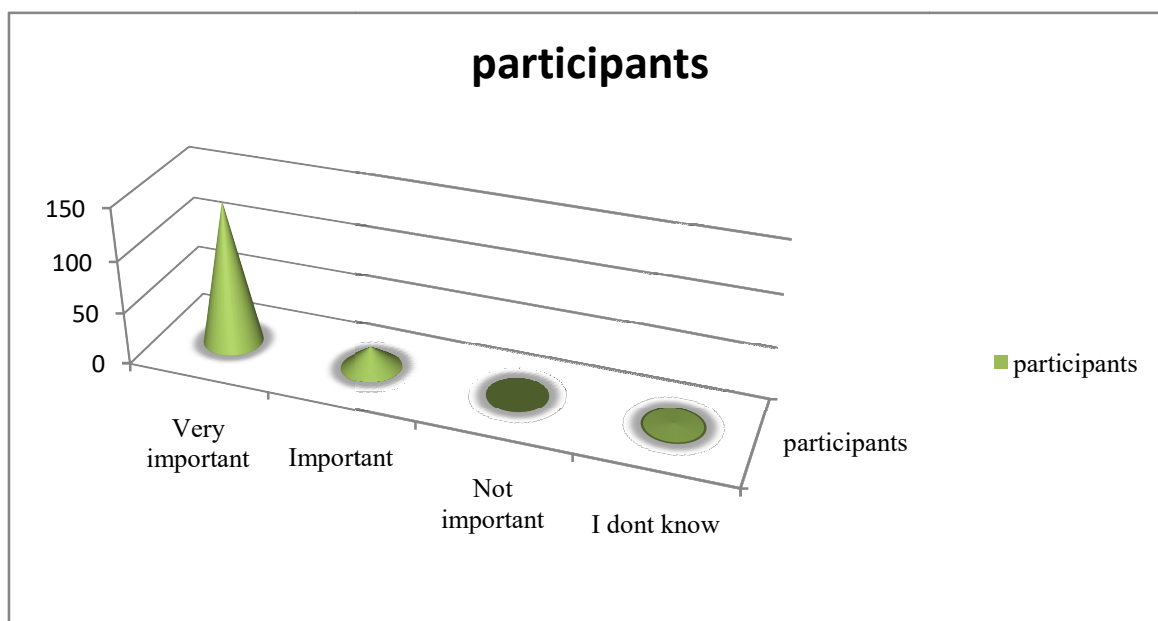


Figure5.5. students' attitudes towards the importance of teaching culture

This question aimed at supporting the previous question, as seen in the table above the majority of the students (87.50%) believed that it's necessary to integrate culture in their EFL classes; since all of them agreed on the importance of integrating culture in their classes and this result strongly supports that almost all the participants strongly

believed that language and culture are closely related and they are also aware for the great importance of integrating culture in their learning EFL process. The students here were asked to justify their answers. Almost all the participants justified their answers based on the fact that language and culture are inseparable and closely related. And it is impossible to ignore the importance of the cultural dimension since it promotes FL learning.

These explained points strongly identified that the EFL second-year students at Khenchela University are aware of the close relationship between language and culture, and they indicate the importance of integrating the target culture in the EFL curriculum and learning process.

Item 4 and 5: Do you think that integrating culture should take more emphasis in your EFL class?

Table5.14. Students attitudes towards the place of teaching culture in their EFL classes

Response	Yes	No
Participants	152	08
Percentage (%)	94.24	4.96

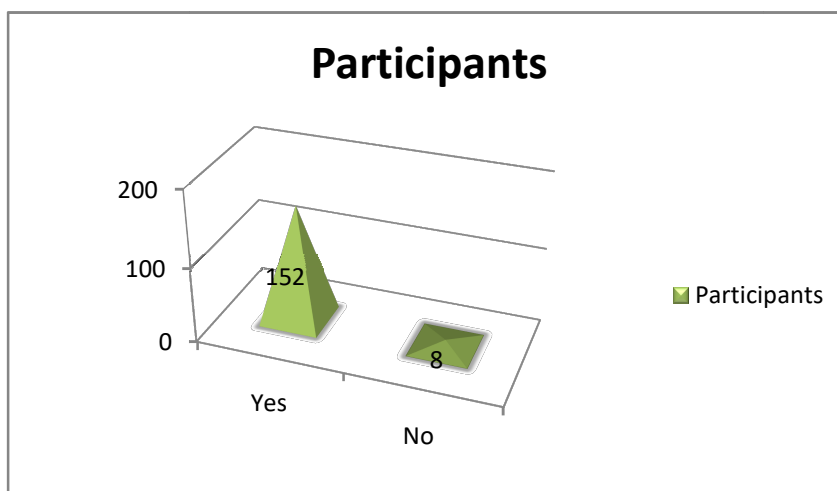


Figure5.6. students' satisfaction with the place of culture in their classes

This question demonstrated the students' attitudes towards the situation of teaching culture in their EFL classroom, the majority of them agreed that culture should take more emphasis in their class, which clarify that the students believed that teaching

culture is ignored in their classes, and confirmed the need to learn more about the target culture.

Students' justifications

The students whose answer with *Yes* justified their answers as follow:

- There is widespread agreement among students that the reason behind their responses is that their classes are primarily focused on improving their language knowledge: phonology, grammar, and lexis. Without implementing courses aimed at teaching the target culture's features.
- Another view deserves to be highlighted and mentioned that they are not satisfied with the place of culture in their EFL classrooms since culture introduced only in limited courses of civilization to discuss very early history, or in some literary works. Without merely explaining the way of life, practices, attitudes, and perspective of native speakers.
- Another view is that they think they lack knowledge about the target culture, and they feel that they have to know more to increase their cultural knowledge level.

The students whose answer with *No* justified their answers as follow:

- The respondents' justifications centered on the belief that teaching civilization and literature is sufficient, and they are satisfied with these courses. Their responses imply that, despite the fact that civilization is only a component of social culture, teaching culture is still limited to teach civilization.
- One of the main reasons is that they believe that studying EFL is more about teaching linguistic elements as grammar, lexis, semantics, and phonology. This could be due to outdated beliefs that teaching a foreign language entails merely teaching the language's basic rules.

One aim of this question is to examine whether the students were satisfied with the place of culture in their class. The analysis of the results with the students' justifications suggested that the students frustrated and not satisfied with the place of culture in their EFL classes, and with the way it is presented, only in the courses of civilization and history. And they expect to be more familiar with the target culture. The results also reflected their need and desire to learn more about the target culture.

Subsection: Students attitudes towards the advantages of having cultural background knowledge on their EFL learning process

This subsection aimed mainly to investigate whether or not the participants have positive attitudes towards the advantages of having cultural background knowledge on their EFL learning process. So the respondents were kindly required to rate the following statements from (1 to 5) strongly disagree to strongly agree.

Table5.15. Students attitudes towards the advantages of having cultural background knowledge on their EFL learning process

N	The Statements	1	2	3	4	5
		%	%	%	%	%
	01. Integrating culture helps me to develop their cultural background knowledge.	3.12	3.12	12.50	71.87	9.37
	02. Having cultural background knowledge make the EFL learning process easier	3.12	3.12	9.37	3.12	81.25
	03. Having cultural background knowledge help me in developing my intercultural communicative competence	0	5	7.5	65	22.50
	04. Having cultural background knowledge help me in expanding my vocabulary knowledge such as idioms, and proverbs	0	6.25	12.50	72.50	08.75
	05. Having cultural background knowledge allows me to understand the target language better.	1.87	4.37	5	76.25	12.50
	06. The lack of cultural background knowledge causes problems in learning foreign language skills.	2.50	3.75	9.37	83.12	4.37

In an attempt to discover students’ attitudes towards the advantages of having cultural background knowledge on their learning the EFL process. The students were asked to show the extent to which they strongly agree or strongly disagree with the 5 statements, on five points Likert scale. Students’ responses in this sub-section emphasize their positive attitudes towards having cultural background knowledge to improve their EFL learning

process. Through a close examination of the table above, we saw that the majority of the participants (81, 25%) strongly agreed that having cultural background knowledge make the EFL learning process easier, although (72.50% agree, 08.75% strongly agree) of them agreed that having cultural background knowledge can help them to expand their vocabulary knowledge. Therefore, almost all students (83, 12% agree; 4.37% strongly agree) believed that the lack of cultural background knowledge causes problems in learning foreign language skills.

These grounds revealed that the respondents are very aware of the impact of acquiring cultural knowledge on their learning EFL process, and the problems may be caused as a result of the lack of cultural background knowledge on learning foreign language skills.

5.2.3.3. Section Three: Students attitudes towards the impact of cultural background knowledge on their English listening comprehension process

To investigate students’ attitudes towards the impact of cultural background knowledge on students listening comprehension, the students were asked to indicate to what extent they strongly agree or strongly disagree with the statements. Knowing this is highly important as it depicts the students’ motivation, willingness, and readiness to implement cultural knowledge teaching within their listening comprehension. If they have negative attitudes towards the impact of cultural background knowledge on their listening comprehension, this may hinder their willingness to improve their listening comprehension performance, and they cannot be fully involved in the experiment.

Subsection 01: Students' attitudes towards English listening comprehension skills

Table5.16. Students’ attitudes towards English listening comprehension skill

N	Statements	1	2	3	4	5
		%	%	%	%	%
01	Listening comprehension is a difficult skill	0	0	3.12	21.87	75
02	I listen to different natural English materials inside the classroom	15.26	62.50	0	21.87	0
03	I listen to different natural English materials outside the classroom	56.25	18.75	0	25	0
04	I prefer to listen to natural English listening materials	15.62	20.62	13.75	43.75	6.25

05	I prefer to listen to simplified English listening materials	6.25	43.75	15.62	31.25	3.12
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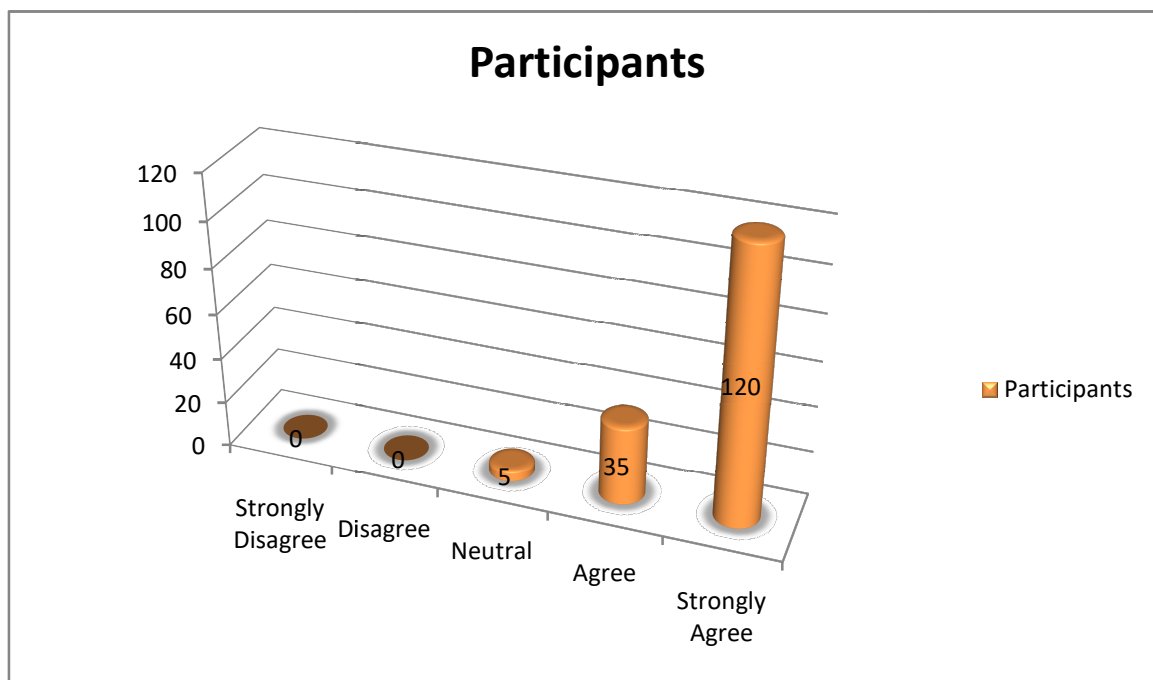


Figure 5.7. Students attitudes towards the complexity of listening comprehension skill

Both table (5.16) and figure (5.7) strongly emphasized that the majority of the students find listening comprehension a difficult skill. 120 students (75%) strongly agree and 35 students (21, 87%) agreed that English listening comprehension is a difficult skill. Whereas, no one of the students either disagreed or strongly disagrees that listening comprehension is a difficult skill. This clearly showed that almost all students have negative attitudes towards listening comprehension skills, they consider it difficult. The results above also revealed that the majority of the respondents disagree with a percentage of (62.50%) or strongly disagree (15.26%) that they have been exposed to different English authentic listening materials inside their classroom. While only (21.87%) agree with that. This may imply that our students were not encouraged to listen to natural English materials either in their classroom or outside. The table above also showed that the majority of the respondents disagree or strongly disagree that they have been exposed to different English listening materials outside their classroom; while only (25%) agree with that. And the reason for this may be due to the use of simplified teaching materials.

The above dimension attempts to investigate students' attitudes towards listening comprehension skills. The answers of the respondents to the five items in this sub-section, clearly demonstrated that all the participants believed that English listening comprehension is a difficult process, which suggest that they have problems in comprehending English listening materials. Therefore, the majority of the students have negative attitudes towards listening to different English materials in and outside the classroom. This also implies and confirms that respondents have problems and difficulties in this area, or our students do not recognize the importance of developing their listening comprehension skills in the EFL learning process. We may also assume that the students prefer to listen to simplified materials as they think that those materials are not difficult and complex. While those who preferred natural English may be a result of their awareness that that type of material increases their listening comprehension skills.

Subsection Two: Students' attitudes towards English listening comprehension difficulties

Table 5.17. Students' attitudes towards English listening comprehension difficulties

I have difficulties in English listening comprehension due to	Rates/160
The lack of cultural background knowledge	135
Limited vocabulary	120
Unfamiliar accents	100
Speech rate	70
Recognizing sounds (pronunciation)	69
Poor grammar	55

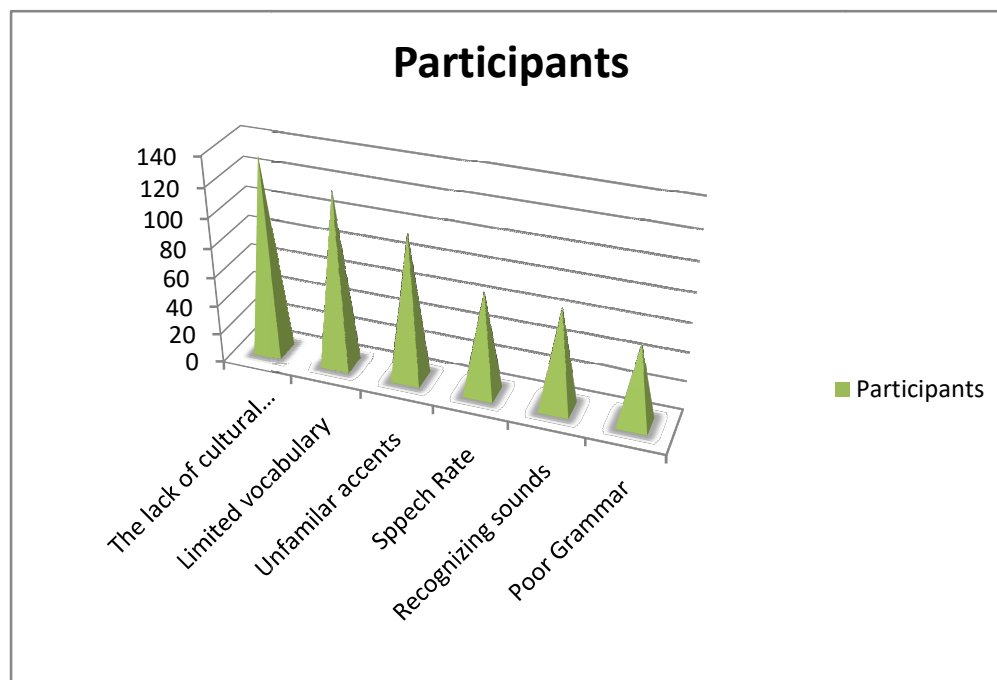


Figure5.8. Students Attitudes towards English listening comprehension difficulties

After calculating all the rates, the scores obtained were presented in descending order of importance. As the table and the figure displayed (the lack of cultural knowledge) is rated the highest (135/160) followed by students' limited vocabulary (120/160); while (poor grammar) is rated the lowest (55/160). The high ranking of (the lack of cultural background knowledge) which is followed by (the limited vocabulary) suggests that the students undoubtedly face listening comprehension due to these factors. The low ranking of poor grammar suggests that the students did not consider their weak in grammar as a relevant reason behind their difficulty in interpreting the English listening material. The goal of this subsection is to gain insights from students' opinions about the reasons behind the difficulty of English listening comprehension. They were asked to rate the provided reasons (from the *least relevant* to the *most relevant*). It is noticeable that the students have listening difficulties based on their lack of linguistic knowledge such as speech rate, grammar, and pronunciation and also their lack of cultural background knowledge. Throughout their answers; point out that they consider the lack of cultural background knowledge about the listening material as the main reason behind their English listening difficulties. This is regarded as a positive point to concur with the study's main objective which is investigating the impact of cultural background knowledge on students listening comprehension.

Subsection Three: The students’ attitudes towards listening difficulties related to their lack of cultural background knowledge

This subsection aimed at identifying the main listening comprehension problems that related to students’ lack of cultural background knowledge. The researcher illustrated and emphasized the lack of cultural background knowledge-related problems through four categories: Psychological, Topic familiarity, Vocabulary knowledge, and content interpretation difficulties. The students were asked to choose an option from one to five that was dependent on students’ agreements or disagreements on the provided statements.

Table 5.18. students’ attitudes towards their listening psychological problems

The Statements	1	2	3	4	5
	%	%	%	%	%
Psychological problems					
1. Before listening, if the topic is unfamiliar, I fear that I can’t understand what I am going to listen	2.5	3.37	14.37	75	4.37
2. Before listening, if the topic is unfamiliar, I find it difficult to reduce my anxiety.	1.87	4.37	10	77.5	6.25
3. When thinking about unfamiliar words, I neglect the next part of the listening test.	3.12	3.12	18.75	68.75	6.25
4. If I couldn’t achieve a full comprehension of the listening passage, I feel disappointed.	1.25	1.25	16.25	18.75	62.50

The data obtained displayed that the majority of participants face some psychological problems related to the lack of cultural background knowledge increases their anxiety since 77, 50% agree on that. Although a high percentage of participants (62, 50%) strongly agree that they feel disappointed if they could not achieve the full comprehension of the listening passage as they lack cultural background knowledge.

Table 5.19. students' attitudes towards listening Topic familiarity problems

The Statements	1	2	3	4	5
	%	%	%	%	%
Topic familiarity problems					
1. While listening, If the topic is unfamiliar, I find it difficult to associate what I hear with what I already know.	3.75	2.5	15.62	71.87	6.25
2. It is difficult to follow unfamiliar topics.	3.12	3.12	18.75	62.50	12.50

The results of this category indicate that the majority of the students face listening difficulties as a result that the topic is unfamiliar. When the topic is unfamiliar, the students fail to associate what they hear with what they already know. This also suggests that they face a difficulty to understand the meaning of the words. According to listening comprehension is the ability to connect what the listener hears with what already know about the topic. Many students found it difficult in understanding what the speaker said because the topic is unfamiliar for them.

Table 5.20. students' attitudes towards listening Recognizing Vocabulary problems

The Statements	1	2	3	4	5
	%	%	%	%	%
Recognizing Vocabulary problems					
1. While listening, I can't understand the cultural connotations meaning of the heard words.	1.25	5	11.25	75	7.50
2. I cannot predict the meaning of the unknown words	0.62	5.62	14.37	62.50	16.87
3. When thinking about unfamiliar words, I neglect the next part of the listening test.	0	6.25	12.50	43.75	37.50
4. I have listening problems when the material contains unfamiliar words, slang, and idioms expression.	1.87	4.37	6.25	6.25	75

The finding presented in the above table revealed that the majority of subjects face listening comprehension difficulties according to their lack of cultural background

knowledge which illustrated in students' ability to recognize the vocabulary presented in the listening text. The majority of the participants reported that they have difficulties in comprehending the listening materials as they cannot understand the cultural connotation's meaning of the heard words. Also, more than half of the participants explained that they neglect the next part of the listening passage when they think about the meaning of the unfamiliar words. Also, they face listening comprehension difficulties as a result of their lack the meaning of idioms, phrasal verbs, and slang language.

Table 5.21. students' attitudes towards listening Content Interpretation Problems

	1	2	3	4	5
	%	%	%	%	%
Content Interpretation Problems					
1. While listening, I experience difficulty to identify the key ideas of the listening passage.	3.12	3.12	9.37	50	28.12
2. I find it difficult to understand the intended meaning of the speaker	1.25	5	12.5	18.75	62.50
3. I have difficulty checking my understanding of the listening passage.	1.25	5	12.5	15.62	65.62
4. When I have cultural background knowledge, is it easy to comprehend the listening material even though the language is complex and difficult	1.87	4.37	18.75	59.37	15.62
5. When I don't have cultural background knowledge, is it very difficult to comprehend the listening material even though the language is simple and not complex.	1.87	4.37	18.75	59.37	15.62

In this domain, we aimed to investigate students listening comprehension difficulties related to the lack of cultural background knowledge that is emphasized through content interpretation problems. A deeper examination of the table reveals that the majority of students have challenges comprehending the content of the listening passage, since virtually all of them are unable to identify the listening passage's essential and main themes. However, an equal number of students stated that they are unable to recognize the supporting details of the listening passage. One significant result that should be spotted is that almost all students (18, 75% agree, 62, 50% strongly agree) miss the intended meaning of the passage which is the essential process of listening comprehension. This indicates that, while they recognize the literal meaning of the words, they are unable to use their inference skills to interpret the message's intended meaning due to a lack of appropriate

cultural schema. The students also face another problem, approximately (70%) of them cannot check their comprehension through their lack cultural background knowledge. Within the same category, the last two statements justify students' answers in the previous subsection, that the lack of cultural background knowledge about the topic of the listening materials is the major reason behind their listening comprehension difficulties. This also suggests that even though they can understand the literal meaning of the passage, they cannot understand the cultural connotations of the words, which leads to misinterpretation, and miscomprehending of the listening material. The majority of the students (59, 37% strongly agree; 15, 62% agree) declared that having cultural background knowledge about the listening passage makes it easy to be understood even though the language is easy.

Through the results displayed in the above tables; we assume that the EFL second-year students at Khenchela University face some psychological problems that may create comprehension barriers. Besides, the students also face problems in identifying the topic, understanding vocabulary of the listening passage as well as they have problems in interpreting the content of the listening text. All these mentioned problems would hinder the students' comprehension of English spoken text

Item 12: Do you think the more you have cultural knowledge; the more your listening comprehension improves?

Table5.22. Students perceptions towards the impact of having cultural background knowledge on their listening comprehension

The respondents' options	F	%
Yes	150	93.75%
No	10	6.25%

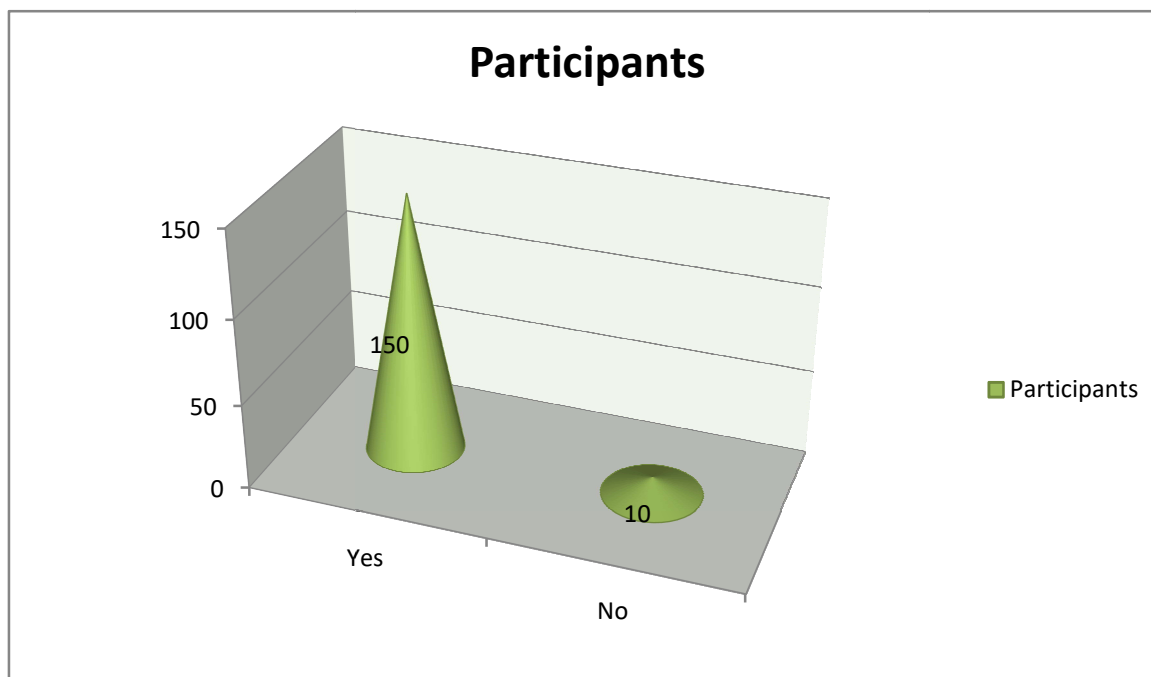


Figure 5.9. Students' perceptions towards the impact of having cultural background knowledge on their listening comprehension

As can be seen from the above, nearly every participant stated that the more cultural background knowledge they have, the better their listening comprehension becomes. This means that the vast majority of respondents believe that cultural background knowledge is required to understand English listening materials. As a result, the respondents' attitudes about incorporating cultural knowledge into their listening comprehension lesson are positive.

Justification

Students whose answer with yes, justify their answers as follow:

- Through analyzing students' justifications there is a common agreement that even though they understand the literal meaning of the listening passage; they still cannot understand the intended meaning of the speaker, especially if the listening material is a culturally oriented excerpt.
- The second reason is that they are convinced that their linguistic abilities are insufficient to completely comprehend English listening materials. As a result, having a cultural background will support them in comprehending authentic communication.

- The third reason that the students think that having cultural background means that they can relate the new information with the old information, so they can enhance their comprehension.

Students whose answer with No justifies as follow:

- Almost all students' explanations are difficult to grasp; one simple point that makes sense is that their language knowledge would be sufficient for them to interpret the listening materials regardless of whether or not the text is culturally oriented. And their issues with listening comprehension are entirely due to a lack of linguistic understanding. As a result, learning about different cultures does not help them improve their listening comprehension.

Discussion and Conclusion

This questionnaire intended to explore the students' thoughts and attitudes towards the beneficial role of cultural knowledge in their EFL learning process with a reference to their attitudes towards the impact of cultural background knowledge on their listening comprehension performance. The analysis of students' responses reveals their positive attitudes towards integrating culture in their EFL classes in general and in their listening comprehension courses in particular. Students' responses summarizes that learning culture is important for language students. More specifically, almost all students believe that language and culture are intertwined and not separable entities; the findings also show that the majority of the students believe that the lack of cultural background knowledge aroused problems in listening comprehension. To sum up, the analysis and the interpretation of the students' questionnaire reveals that the majority of the students believe that the implementation of cultural knowledge will improve their comprehension as they agree that the lack of cultural background knowledge hinders their comprehension of the English spoken texts.

5.3. Analysis and Interpretation of Students Cultural Background Knowledge Self Assessment Survey Data

Introduction

This section aimed for obtaining students' perceptions towards their level of familiarity with the target cultural knowledge before starting the experiment that helps the researcher to get a clear picture of the students' familiarity with the target culture aspects. Thus, the researcher decides the topic of the pre-post tests.

5.3.1. Description of the Survey

The Cultural Background knowledge self-assessment survey consisted of three sections that cover the aspects of cultural knowledge (products, practices, and perspectives). The first section concerns exploring students' level of familiarity with target culture products, it consists of 9 items. While the second section is concerned with assessing students' level of familiarity with the target culture practices, it consists of 7 items. The third section aims on investigating students' level of familiarity with the target culture perspectives, it consists of two items.

5.3.2. Administration of the Survey

Before starting the experiment, the survey was administered to both experimental and control groups in their regular classes of Oral Expression and Comprehension. The students finished it in less than 20 minutes.

5.3.3. Analysis and Interpretation of the results of Cultural background knowledge self Assessment Survey

Participants' answers in the afforded scale were assigned in numbers as follows: (1-not at all; 2-limited, 3-moderate, 4-well enough, 5-very enough). The range of this section was calculated as follows first $5-1=4$. Number (5) represents the highest ranking in the used Likert scale, while number (1) represents the lowest ranking in the Likert scale. Then, dividing the range (4) by the number of the categories (5) (the number of the points in the Likert scale). The final result would be $4/5=0.80$

Table5.23. Interval means of the evaluation of the Results

Interval means	Evaluation
[1-1.80[Not at all
[1.81-2.60[Limited
[2.61-3.40[Moderate
[3.41-4.20[Well enough
[4.21-5[Very well

Data Analysis

This phase dealt with the analysis of cultural background knowledge self-assessment survey aiming to figure out to what extent students have cultural background knowledge (Products, practices, and perspectives) of the target culture. The results were analyzed through SPSS programmer then presented through descriptive statistics (Mean and Standard Deviation)

5.3.3.1 Students level of familiarity with the target culture products

This section aimed at investigating students' familiarity level with the target culture products, the results were collected and analyzed through descriptive statistics procedures (means, and standard deviation); then presented in the following table:

Table5.24. Students level of familiarity of the target culture's products

Statements	Group	N	Mean	Std. Deviation	Evaluation
History and geography of the target culture	EG	21	2.29	,463	Limited
	CG	21	2,24	,539	Limited
Literature	EG	21	2.52	,602	Limited
	CG	21	2,52	,512	Limited
Religion	EG	21	2.19	,402	Limited
	CG	21	2,19	,402	Limited
politics and Educational System	EG	21	2.00	,316	Limited
	CG	21	1,90	,301	Limited
Food	EG	21	1.95	,218	Limited
	CG	21	1,90	,301	Limited

Economics	EG	21	1.95	,218	Limited
	CG	21	1,86	,359	Limited
Transportation	EG	21	1.90	,301	Limited
	CG	21	2,05	,218	Limited
Sports	EG	21	2.05	,218	Limited
	CG	21	2.00	,316	Limited
Cloths	EG	21	2.05	,218	Limited
	CG	21	1,95	,218	Limited
General Mean of the cultural products section	EG	21	2.10	,149	Limited
	CG	21	2.07	,124	Limited

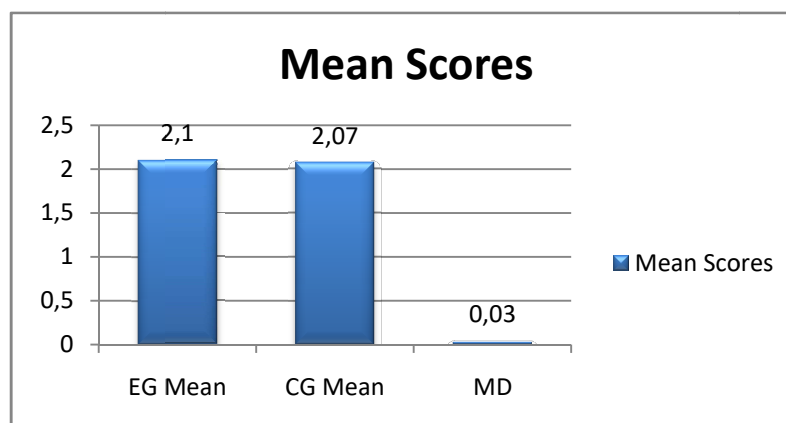


Figure5.10. Comparison of EG and CG students level of familiarity of the target culture's products

The table and the figure above revealed that the experimental group general Mean of this section was $M=2,10$; and the Mean of the control group was $M=2.07$. Thus, both experimental group, and the control group did not differ in their level of familiarity with the cultural products. Therefore, the findings suggested that the EG and CG students have limited cultural products knowledge of the target culture.

5.3.3.2. Students level of familiarity with the target culture’s practices

Table5.25. Students level of familiarity with the target culture’s practices

Statements	Group	N	Mean	Std. Deviation	Evaluation
Traditional and holiday celebrations	EG	21	1,90	,301	Limited
	CG	21	2,29	,301	Limited
Shopping behaviours	EG	21	1,90	,301	Limited
	CG	21	2,52	,301	Limited
Table mannerism	EG	21	1,95	,218	Limited
	CG	21	1,95	,218	Limited
The use of forms of discourse(e.g., use of formal vs. informal forms of address	EG	21	1,86	,359	Limited
	CG	21	1,71	,463	Not at all
Mealtimes and Frequency	EG	21	1,90	,301	Limited
	CG	21	1,95	,218	Limited
Social distance	EG	21	1,90	,301	Limited
	CG	21	1,86	,359	Limited
Gestures, and non-verbal communication	EG	21	1,86	,359	Limited
	CG	21	1,81	,402	Limited
General Mean of the cultural practices section	EG	21	1,90	,176	Limited
	CG	21	1,87	,149	Limited

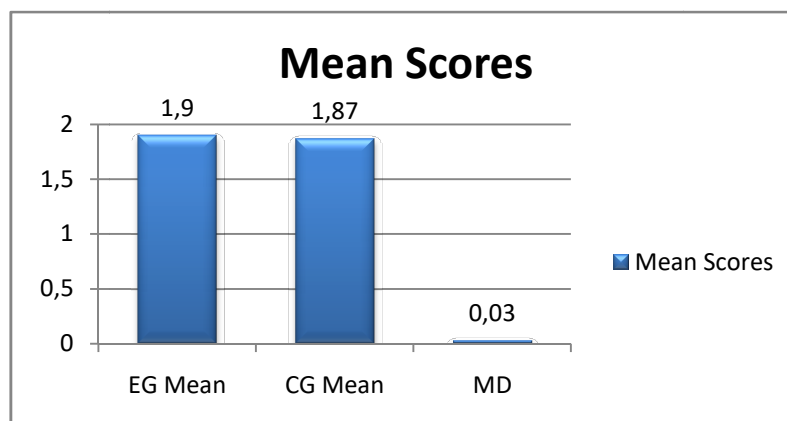


Figure5.11 Comparison of EG and CG students’ level of familiarity of target culture’s practices

It is seen that both the experimental group and control group did not differ in their level of familiarity with cultural practices background knowledge as there was no significant difference between their obtained Means. Therefore; the findings assert that both EC and CG have limited knowledge about cultural products.

5.3.3.3. Students level of familiarity of the target culture’s perspectives

Table5.26. Students level of familiarity of the target culture’s perspectives

Statements	Group	N	Mean	Std. Deviation	Evaluation
Beliefs and values	EG	21	2,10	,301	Limited
	CG	21	2,00	,316	Limited
Politeness patterns	EG	21	2,00	,316	Limited
	CG	21	2,05	,218	Limited
General Mean of perspectives section	EG	21	2,05	,218	Limited
	CG	21	2,02	,192	Limited

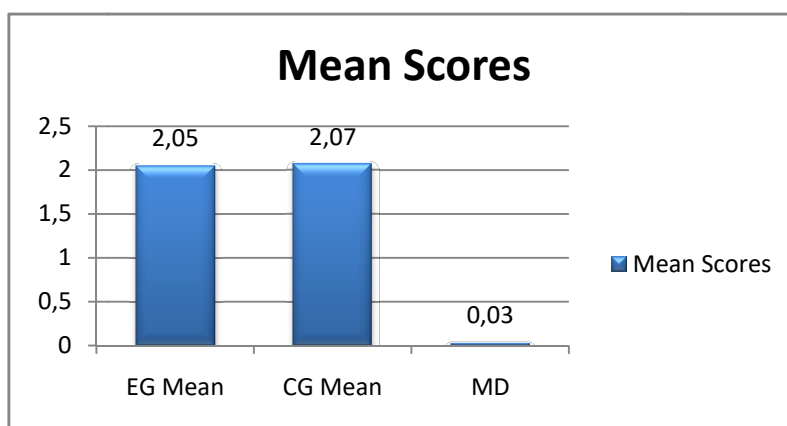


Figure5.12. Comparison of EG and CG students’ level of familiarity of target’s culture perspectives

As can be seen from the above table, the EG general’ mean of perspectives section M= 2, 05 indicates that the students of the experimental group have limited knowledge about the target culture perspectives. The CG general mean was M=2.02; this also indicates that the students of the control group have limited knowledge about the target culture perspectives. It is seen that both the experimental and control group did not differ in their level of familiarity with cultural background knowledge (knowledge of practices)

as there is no significant difference between their obtained means. Therefore, the findings asserted that both EG and CG have limited knowledge about cultural products.

5.3.3.4. Students total level of cultural background Knowledge (products, practices, and perspectives)

Table5.27. Students total level of cultural background Knowledge (products, practices, and perspectives)

Statements	Group	N	Mean	Std. Deviation	Evaluation
The total mean of the three sections	EG	21	2.01	,121	Limited
	CG	21	1,98	,086	Limited

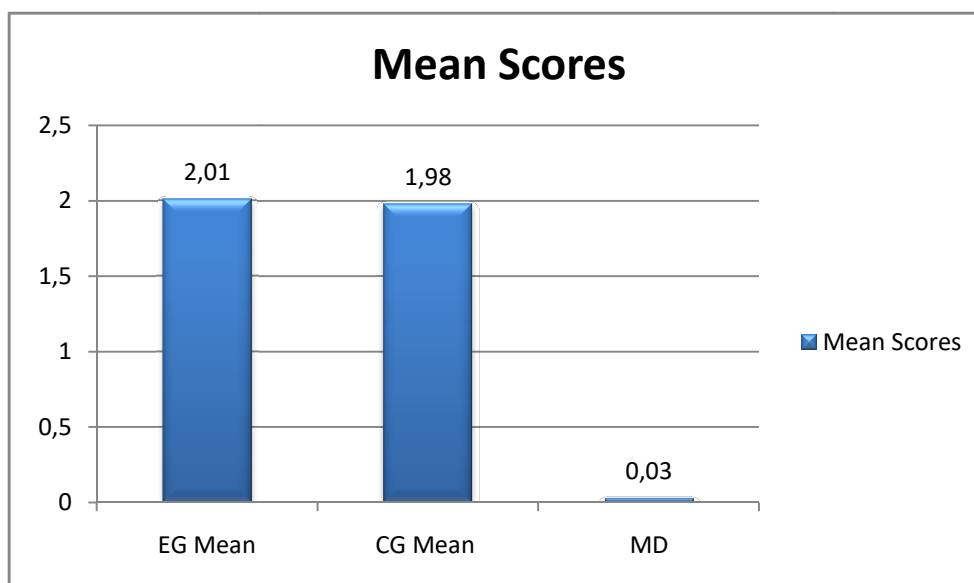


Figure5.13. Comparison of EG and CG students level of familiarity of target culture’s Knowledge (products, practices, and perspectives)

Discussion and Conclusion

The results displayed in table (5.27), and figure (5.13) reveal that both EG and CG groups have a limited level of cultural background knowledge (products, practices, and perspectives) with little difference in favor of the EG. These grounds are consistent with the students’ answers to the preliminary questionnaire as they stated that teaching culture in their EFL classes is ignored and required more emphasis. They stated also that the

teaching of culture is restricted only to teach civilization and ancient history. This justifies their insufficient level of knowledge of the target culture.

5.4. Analysis and Interpretation of the Experiment Data

Introduction

As mentioned earlier to answer our research study questions, an experimental design was required. The researcher experimented with three phases: pre-test phase, treatment phase, and post-test phase. This section will provide an analysis and interpretation of the obtained results during the experiment phases that ended with a summary.

5.4.1. The Experimentation Results

5.4.1.1. The Pretest Phase

Subjects in both control and experimental groups received a pre-test aimed mainly to diagnose learners' initial level in listening comprehension. The following tables demonstrated the insignificant difference in means of scores obtained by learners in both control and experimental groups. To obtain accurate results, learners' answers were carefully analyzed and scored. The following criteria were taken into consideration during the evaluation phase of each student's performance:

- Correctness
- Employ knowledge
- Flexibility

The results obtained from the pretest of both control and experimental group presented statistically in tables and figures

5.4.1.1.1. The pretest Scores of the CG and EG

The results obtained in the pretest of the control group are presented in the table bellow

Table 5.28. Pre-test Scores of the Control Group

N	Literal Comprehension	General Understanding	Detailed Comprehension	Interpreting the meaning	T
01	3	2	2	1	08
02	2	2	2	1	07
03	3	2	2	0	07
04	2	2	2	2	08
05	3	2	2	2	09
06	2	2	2	1	07
07	2	2	2	1	07
08	3	2	2	0	07
09	3	3	2	2	10
10	2	2	1	0	05
11	2	2	1	1	06
12	2	2	2	1	07
13	2	2	2	2	08
14	3	2	2	0	07
15	2	2	2	2	08
16	2	2	2	0	06
17	2	2	2	2	08
18	2	2	2	2	08
19	3	2	2	0	07
20	3	2	2	0	07
21	3	3	2	1	09
T	51	44	40	21	156

Note. N= number of the subjects

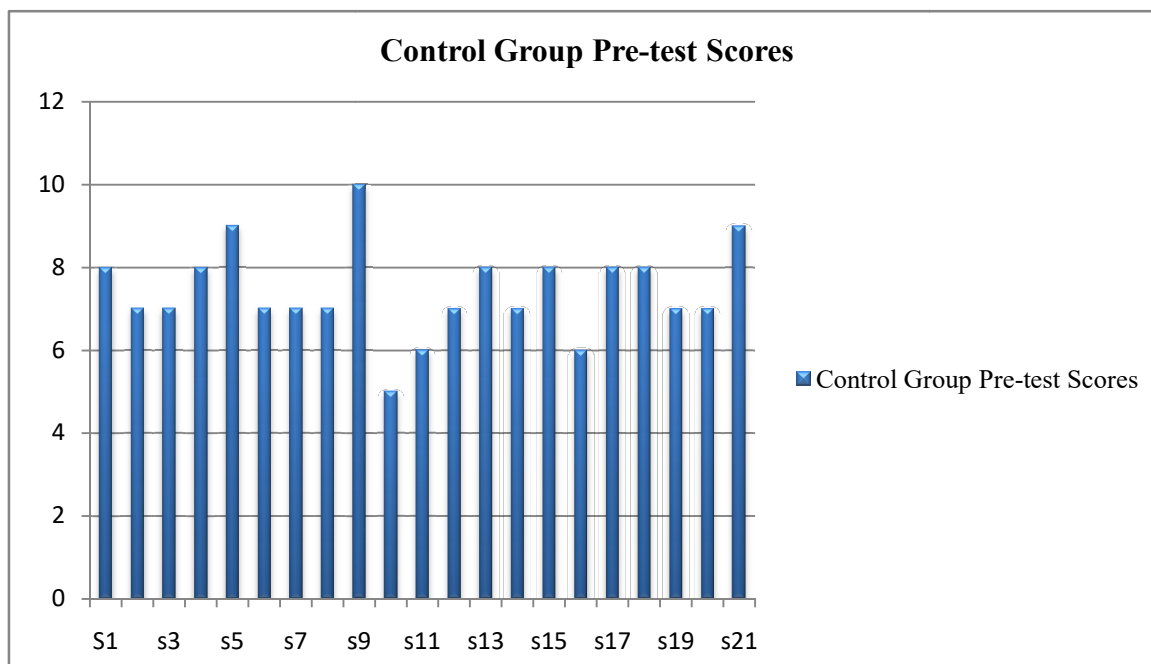


Figure5.14. Pretest Scores of the Control Group

According to the table and the graph above, it can be observed that the scores of students listening comprehension in the experimental group were not sufficient and unsatisfactory. The exam minimum score was 0, the average was 10; the maximum was 20. Therefore, we can observe that students’ scores ranged from 6 to 10. Only one student obtained the average score which is the half of the test mark. This indicates that the students do not have an average performance as the scores were very low, and they could not answer the half of the test questions. The following table presents the scores obtained by the experimental group in the listening comprehension pretest.

Table5.29. Pretest scores of the Experimental Group

N	Literal Comprehension	General Understanding	Detailed Comprehension	Interpretive/applied Comprehension	T
01	3	3	2	1	09
02	2	2	2	2	08
03	3	2	2	0	07
04	2	2	2	0	06
05	3	3	2	2	10
06	2	2	2	1	07
07	2	2	2	1	07

The Impact of Cultural Background Knowledge on Students Listening Comprehension

08	3	3	2	2	10
09	3	2	2	0	07
10	3	2	2	0	07
11	2	2	2	1	07
12	2	2	2	1	07
13	2	2	2	1	07
14	3	2	2	0	07
15	2	2	2	1	07
16	2	2	2	2	08
17	2	2	2	2	08
18	3	2	2	2	09
19	3	2	2	2	09
20	3	2	2	0	07
21	3	2	1	1	07
T	53	45	41	22	161

Note. N= number of the subjects

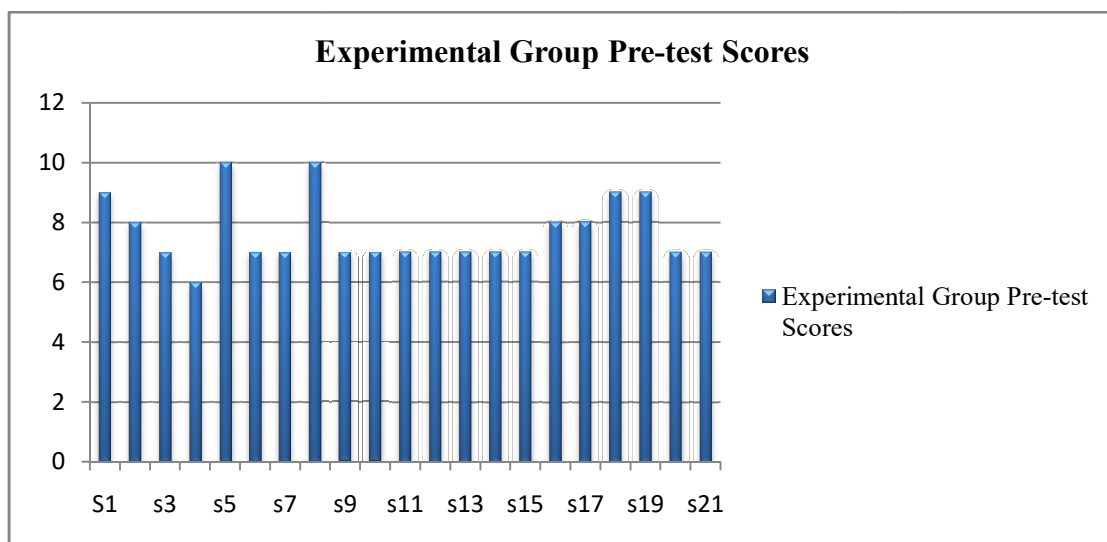


Figure 5.15. Pretest Scores of the Experimental Group

According to the table and the graph above, it observed that the scores of students listening comprehension pretest of the experimental group were not sufficient and unsatisfactory. Therefore, we can observe that the scores of students ranged from 6 to 10.

Only two students obtained the average score which is half of the test marks. This indicates that the students do not have an average performance as the scores were very low, and they could not answer half of the test questions. The Table and the figure above showed the difference in the means between EG and CG scores.

Table5.30. Difference between CG and EG pretest means scores

Groups	Pretest mean scores
Control Group	7.43
Experimental Group	7.67
Difference between Means	0,24

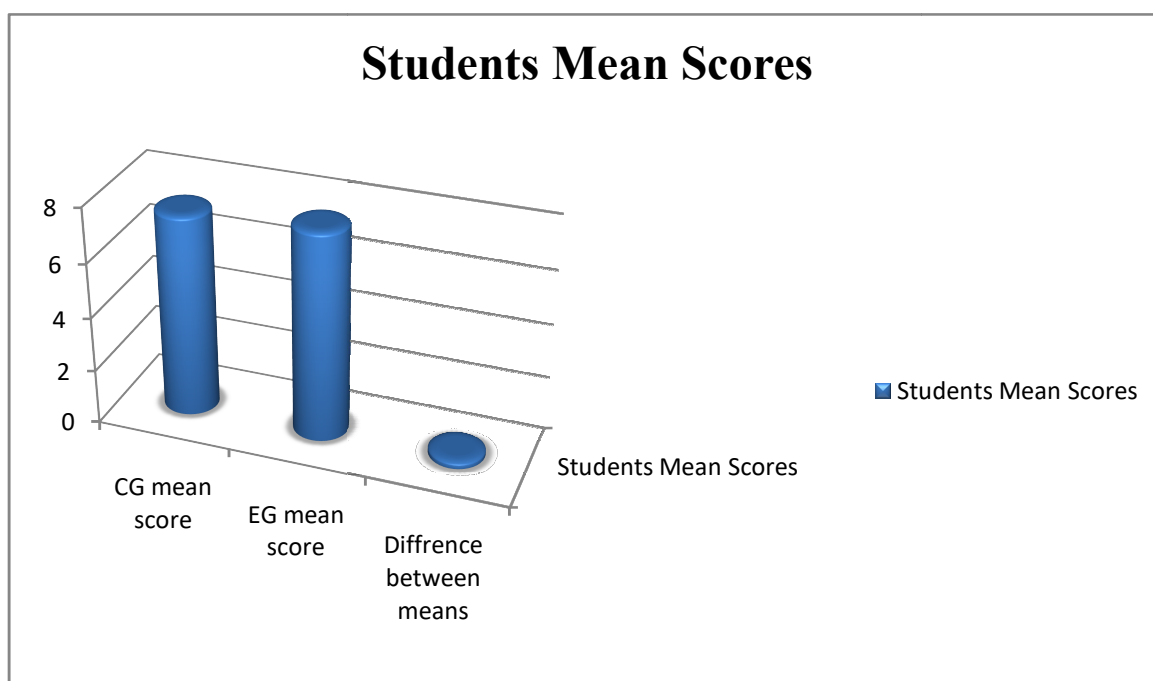


Figure5.20: Difference between CG and EG pretest means scores

Respectively, the aforementioned table and figure revealed that the scores of the pretest of both groups are so far from being sufficient and ideal. In other words, their answers and responses did not fit the requirements of the test. In addition, the table pointed out that the scores obtained by the experimental group are slightly higher than those of their control group peers. However as shown in the table, the difference in the means is insignificant (0.24). This would confirm that the initial level is almost the same in both groups. Therefore, the detailed evaluation of students' answers discloses that they cannot

fully comprehend the natural speech passages. In addition to the following deficiencies such as:

- The inability to comprehend the meaning of the words in the context
- The inability to understand the general idea.
- The inability to understand the details and the supporting ideas of the passage
- The inability to fully comprehend and interpret the intended meaning of the speaker

Unfortunately, only one student in the control group received the average score, while in the experimental group only two students obtained the average score (see Figures (5.19; 5.18). The consistent majority of the scores ranged from 6 to 10. This could be a clear indicator of the presence of a listening comprehension deficit among the participants.

The analysis of the pretest results demonstrates that the students' listening comprehension is limited and poor in both groups. A possible explanation for these results may be due to the lack of cultural knowledge; the lack of real exposure and the practice of the target language.

5.4.1.1.2. Descriptive statistics of the Pretest mean scores of the EC and CG

Table 5.31. Descriptive statistics of the Pretest mean scores of the EG and CG

Pretest Scores					
	Experimental Group		Control Group		Mean Difference
	Mean	Std. Deviation	Mean	Std. Deviation	
Literal Comprehension	2,52	,512	2,43	,512	0,09
General comprehension	2,14	,359	2,10	,301	0,04
Detailed Comprehension	1,95	,218	1,90	,301	0,05
Interpretive/applied	1,05	,805	1,00	,837	0,05

Comprehension

Average	7,67	1,111	7,43	1,121	0,24
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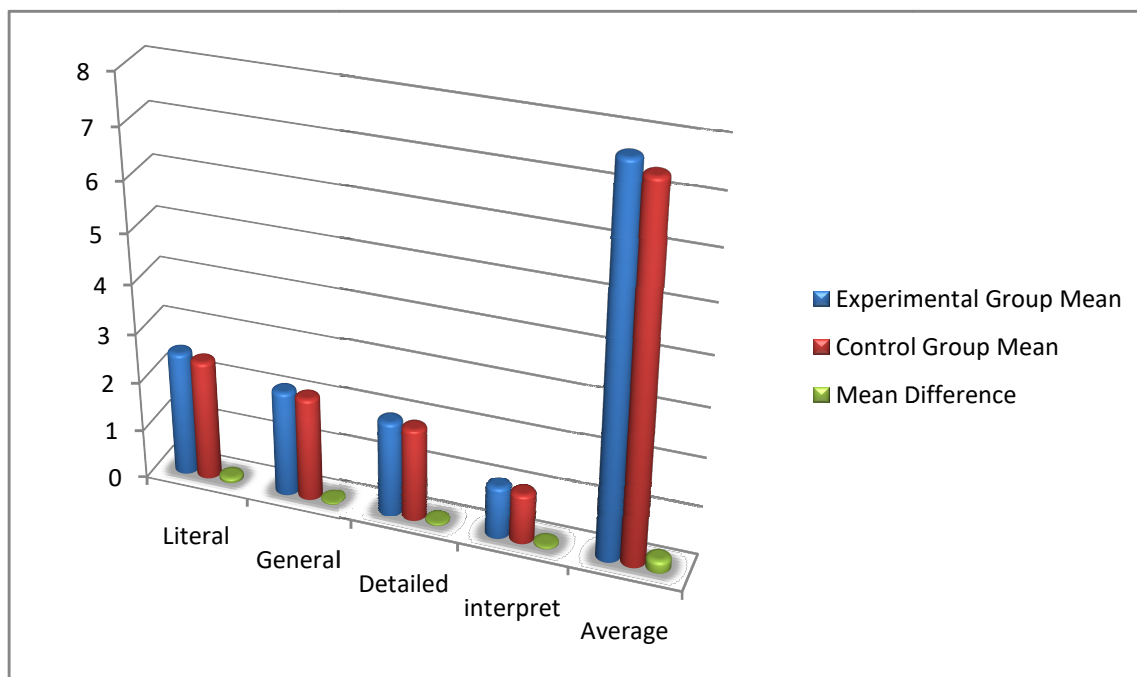


Figure 5.16. Comparison of Students Pretest Means of the CG and EG

To provide a detailed description of the above table, and figure we noticed that the students have low levels in the four sub-phases of comprehension. Starting with the literal comprehension sub-level; the EG scored (M=2, 52); and (SD=, 512) in the pretest. While the control group scored (M=2, 43); and (SD=, 507). The analysis of the results indicated that there is not a significant difference between the means of both the experimental group and the control group.

In the general understanding sub-phase; the EG scored (M=2, 14); and (SD=, 359) in the pretest; while the control group scored (M=2, 10); and (SD=, 301). The analysis of the results indicates that there was not a significant difference between the means of both the experimental group and the control group.

In the detailed understanding sub-phase; the EG scored (M=1, 95); and (SD=, 218) in the pretest; while the control group scored (M=1, 90); and (SD=, 301). The analysis of the results indicates that there wasn't a significant difference between the means of both the experimental group and the control group.

In the interpretive/applied comprehension sub-phase; the EG scored ($M=1,05$); and ($SD=,805$) in the pretest; while the control group scored ($M=1,00$); and ($SD=,837$). With a difference in favor of the EG; ($d=0.05$) Therefore, the scores show that there is no big difference between the EG and the CG in the sub-phase.

As illustrated above comparing the means scores of both groups in the four listening comprehensions skills showed that the experimental group outperformed the control group while the difference is not significant. This suggests that both groups have the same level (almost equal) of comprehending English spoken texts.

5.4.1.2. The Experiment

At the beginning of the study, the listening comprehension pre-test was given to the students intending to determine the homogeneity of both participants. Then the treatment group (EG) was exposed to a variety of materials that reflect cultural issues to make the students familiar with the target culture. During the listening comprehension lessons, the researcher helped the students (EG) to recognize and appreciate the differences between the student's native culture and the target culture to successfully combine the form (language) and meaning (culture). The activities that were applied in the class were discussion activities that organized around the elements of the target culture, and the components of cultural knowledge as explained in the previous chapter

5.4.1.3. The Post Phase

After the treatment phase ended, both the experimental and control group assigned listening comprehension posttest. The researcher used a parallel test as the pretest with the same instructions to display any enhancement in the students' performances. It aimed at investigating whether the treatment (implementing cultural knowledge) would help the learners to improve their listening comprehension performance. The scores of the students of both groups are collected and presented in the tables below

5.4.1.3.1. Posttest scores of both experimental group and control group

Table5.32. Post-test Scores of the Control Group

N	Literal Comprehension	General Understanding	Detailed Comprehension	Interpretive/Applied Comprehension	T
01	3	2	2	0	07
02	2	2	2	2	08
03	3	2	2	1	08
04	3	2	2	2	09
05	2	2	2	1	07
06	3	2	2	1	08
07	2	2	2	1	07
08	3	2	2	0	07
09	3	3	3	2	11
10	2	2	2	1	07
11	2	2	2	0	06
12	3	2	2	2	09
13	3	3	2	2	10
14	3	2	2	0	07
15	2	2	2	1	07
16	2	2	2	1	07
17	2	2	2	1	07
18	2	2	2	2	08
19	2	2	2	2	08
20	3	3	2	0	08
21	3	2	2	0	07
T	53	45	43	22	163

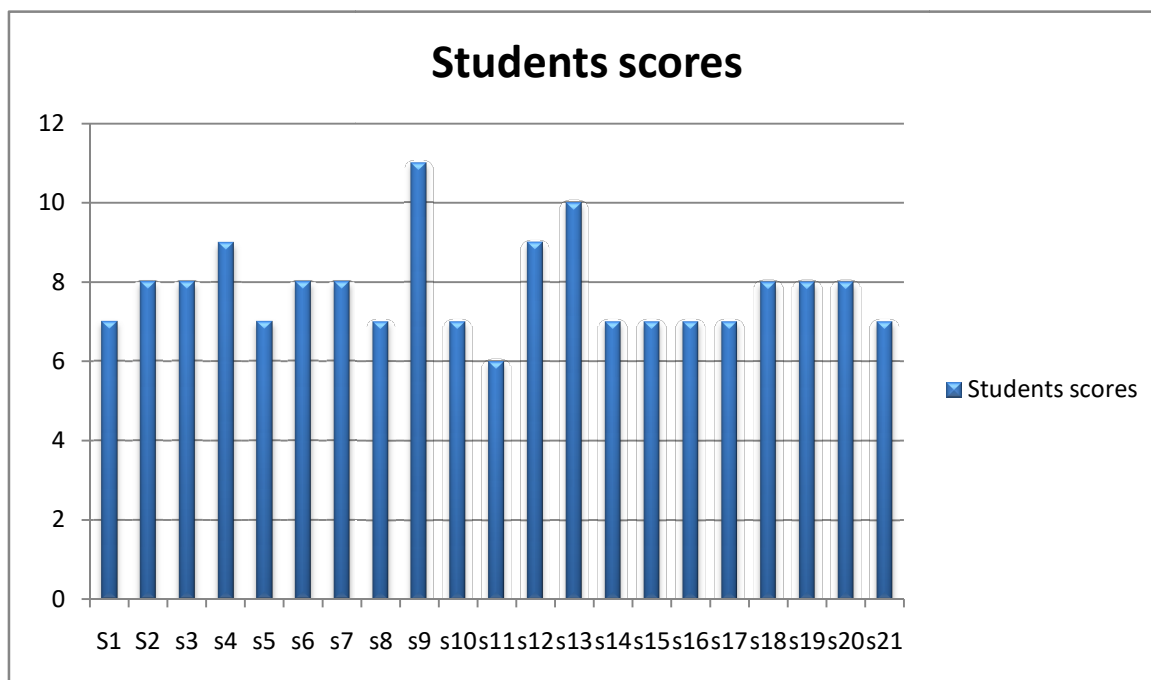


Figure5.17. Post-test Scores of the Control Group

According to the table and the graph above, it can be observed that the scores of students listening comprehension in the control group in the post-test still are not sufficient and unsatisfactory. Therefore, we observed that the majority of students scored below 11 points, and 2 students get the average score. This suggests that the students do not have an average performance as the scores were very low, and they could not answer half of the test questions.

Table5.33. Post-test Scores of the Experimental Group

N	Literal Comprehension	General Understanding	Detailed Comprehension	Interpretive/Applied Comprehension	T
01	5	5	4	4	18
02	5	5	4	3	17
03	4	4	4	3	15
04	4	4	4	4	16
05	4	4	4	3	15
06	4	4	3	3	14
07	5	5	4	4	18
08	5	5	4	3	17
09	5	4	4	4	17

The Impact of Cultural Background Knowledge on Students Listening Comprehension

10	5	5	5	5	20
11	5	4	4	4	17
12	5	4	4	4	17
13	5	5	5	5	20
14	5	4	4	4	17
15	4	4	4	4	16
16	4	4	4	4	16
17	5	4	4	4	17
18	4	4	3	3	14
19	4	4	4	2	14
20	5	4	4	4	17
21	4	4	4	4	16
T	96	90	84	78	348

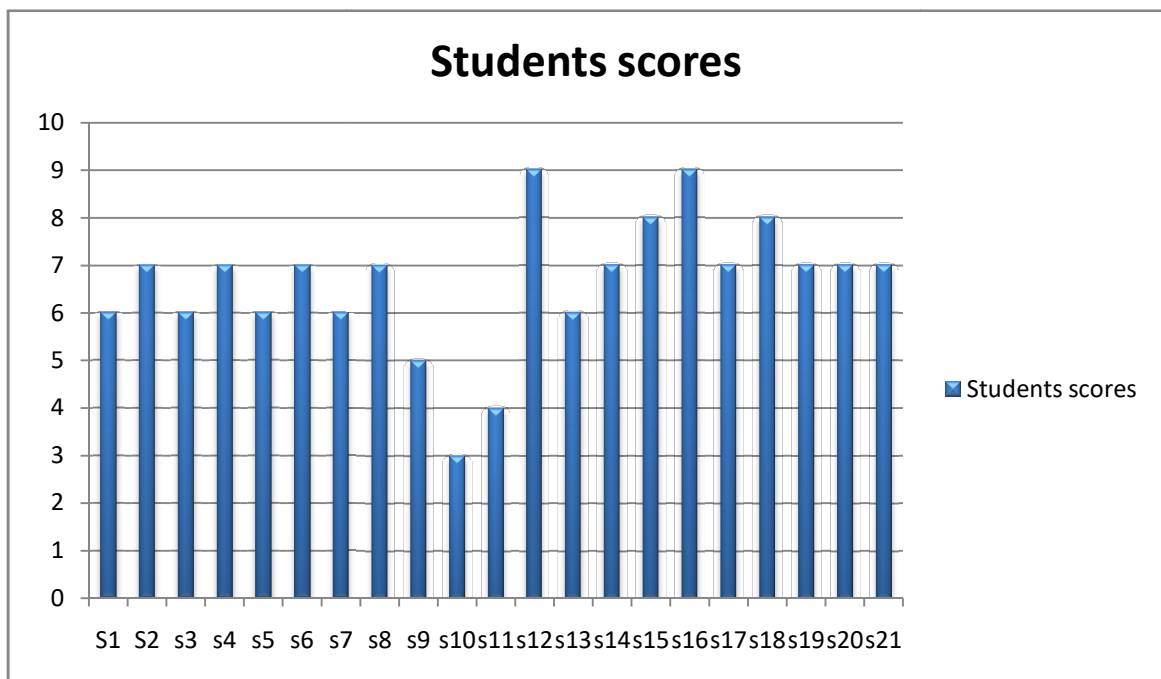


Figure 5.18. Posttest Scores of the Experimental Group

Therefore, we observed that all the students gain the average score; while the majority of students gain high scores ranging from 6 to 9 points. This indicates that the students have high performance as the scores were very high, and they could answer more than the half of the test questions. Comparing the means of both experimental and control

groups showed that the experimental group outperformed the control group in the listening comprehension posttest. As explained previously the results of the pretest confirmed that both the control and experimental group have an equal level of listening comprehension performance since the difference in means was insufficient and negligible. While the post-test scores demonstrated that students' scores of the experimental group are higher than the scores of the students of the control group. This can be interpreted that the students of the experimental groups employ their cultural background knowledge about the topic to comprehend the listening material. This suggests that the progress of the experimental group performance was due to the intervention of the treatment. To draw a significant conclusion, a statistical result is required and applied through using the t-test.

Table5.34. Difference between CG and EG posttest means scores

Groups	Pretest mean scores
Control Group	7.76
Experimental Group	16.57
Difference between Means	8.81

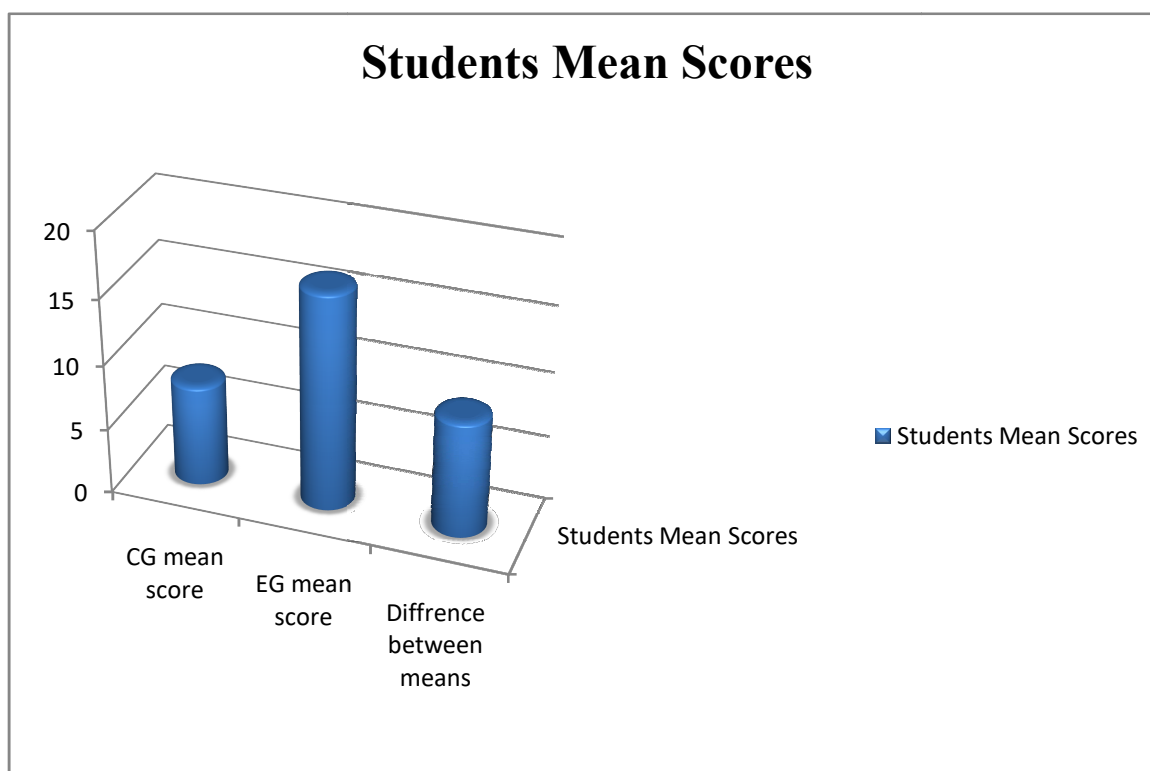


Figure5.19.Difference between CG and EG posttest means scores

5.4.1.3.2. Descriptive analysis of the Post scores of the Control and the Experimental groups

Table5.35. Comparison of Posttest Scores of the CG and EG

Posttest Scores					
	Experimental Group		Control Group		Mean Difference
	Mean	Std. Deviation	Mean	Std. Deviation	
Literal Comprehension	4,57	,507	2,52	,512	2,05
General comprehension	4,29	,463	2,14	,359	2,15
Detailed Comprehension	4,00	,447	2,05	,218	1,95
Interpretive/Applied Comprehension	3,71	,717	1,05	,805	2,66
Average	16,57	1,66	7,76	1,17	8,81

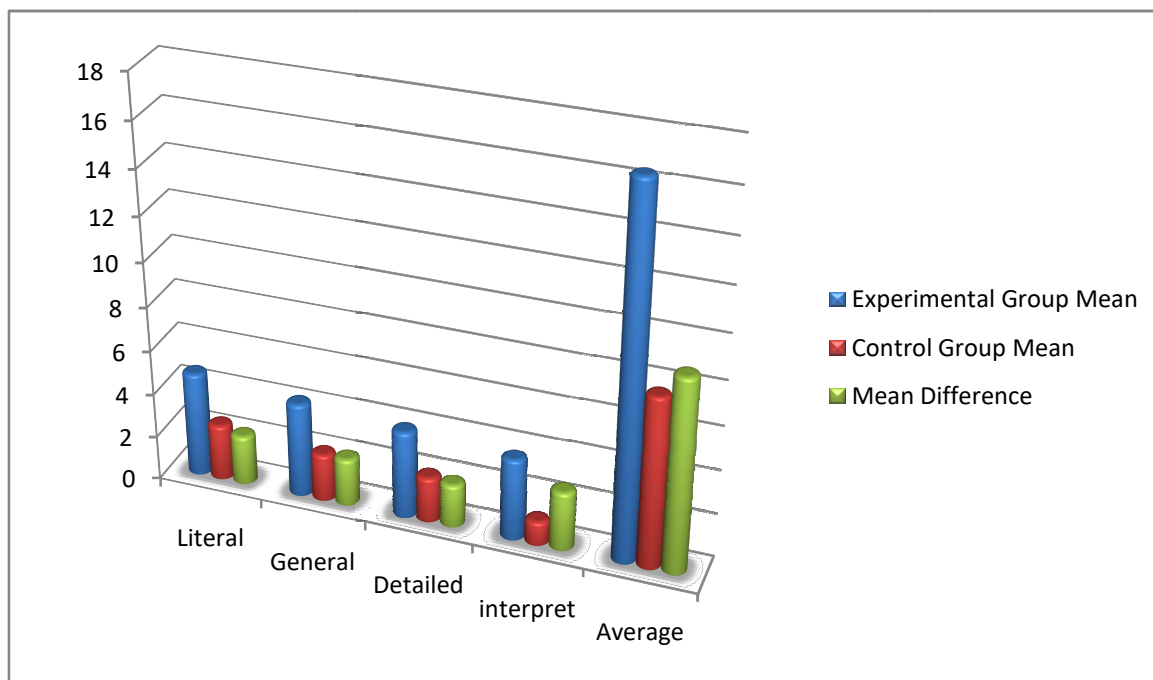


Figure5.20. Comparison of Posttest Scores of the CG and EG

Looking at the table and the figure above, the results obtained in the posttest phase revealed that students in the experimental and control group perform differently. To provide detailed descriptions of the above tables; we noticed that the students of the CG still have low levels in the four sub-phases of comprehension. Starting with the literal comprehension sub-level; the EG scored (M=4, 57); and (SD=, 507) in the pretest. While the control group scored (M=2, 52); and (SD=, 512). The analysis of the results indicates that there was a significant difference between the means of both the experimental group and the control group.

In the general understanding sub-phase; the EG scored (M=4, 29); and (SD=, 463) in the pretest; while the CG scored (M=2, 14); and (SD=, 359). The analysis of the results indicates that there was a great distance between the students' mean scores; a significant difference between the means of both the experimental group and control group.

In the detailed understanding sub-phase; the EG scored (M=4, 00); and (SD=, 447) in the pretest; while the CG scored (M=2, 05); and (SD=, 218). The analysis of the results indicates that there was a significant difference between the means of both the experimental group and the control group. Regarding the interpretive/ applied comprehension sub-phase, the EG scored (M=3, 71); and (SD=, 717) in the posttest; while the CG scored (M=1, 05); and (SD=, 805). With a difference in favor of the EG; (d=2, 66) Therefore, the scores showed that there is a large difference between the EG and the CG in the sub-phase.

5.4.1.4. Comparison of the Control Group Obtained Results in the Pre and Posttests

Table5.36. Comparison of the Control Group Obtained Results in the Pre and Posttests

	Pretest Scores		Posttest Scores		
	Control Group		Control Group		
	Mean	Std. Deviation	Mean	Std. Deviation	Mean Difference
Literal	2,43	,507	2,52	,512	0,09
General	2,10	,301	2,14	,359	0.04
comprehension					
Detailed	1,90	,301	2,05	,218	0,15

Comprehension					
Interpretive/applied	1,00	,837	1,05	,805	0,05
Comprehension					
Average	7,43	1,121	7,76	1,179	0,33

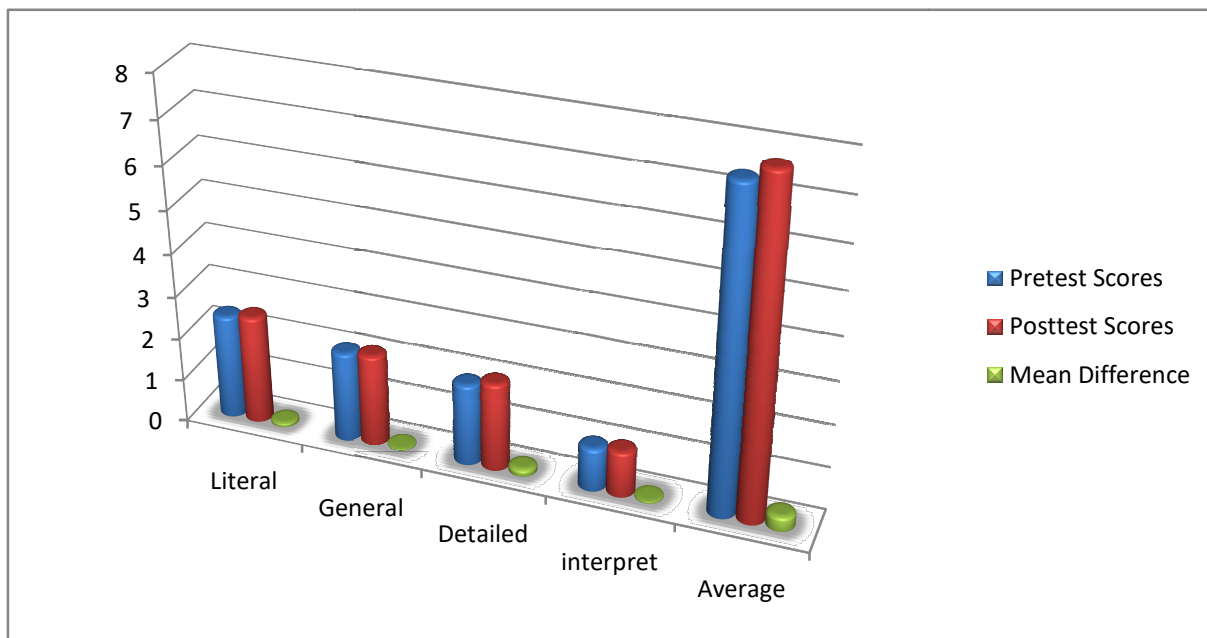


Figure 5.21. Comparison of the Control Group Obtained Results in the Pre and Posttests

The above table and figure illustrated the mean scores with the standard deviation for the CG in both pre-test and post-test, in the four phases of listening comprehension. We observed that the CG received an overall mean ($M=7,43$) in the pre-test, with ($SD=1,12$) and an overall mean score ($M=7,76$) in the posttest, with ($SD=1,17$). The difference between the pretest and the posttest mean was ($MD=0,33$). Thus, the mean difference is not significant.

The tables also displayed a detailed descriptions of students means in the four sub-phases of listening comprehension; as for literal comprehension (recognizing the words); the findings show that CG mean score was ($M=2,43$; $SD=,507$) in the pretest. While the EG ($M=2,52$ $S.D=,512$) in the posttest; the difference was estimated at $0,09$

In the general comprehension sub-phase (Identifying the main ideas); the results reveal that CG scored ($M=2,10$; $S.D=,301$) in the pretest, and ($M=2,14$; $S.D=,359$) in the posttest; the difference was estimated at 0.04 . Besides, in the detailed comprehension sub-phase (Identifying supporting ideas); the results reveal that CG scored ($M=1,90$; $S.D=,$

301) in the pretest, and (M= 2, 05; S.D=, 218) in the posttest; the difference was estimated at 0.15

In the interpretive/applied comprehension sub-phase, the results revealed that CG scored (M=1, 00; S.D=, 837) in the pretest, and (M=1, 05; S.D=, 805) in the posttest; the difference was estimated at 0, 05. The results described and illustrated above; the students of the CG are still unable to fully and appropriately comprehend the L2 listening comprehension material.

According to the discussed results; the students of CG still have difficulties in interpreting the meaning of the English listening materials and their lack of cultural background knowledge causes a deficiency in comprehending the L2 listening passage. Employing the linguistic knowledge only is not sufficient for full and appropriate comprehension.

5.4.1.5 Comparison of the Results of the Pretest and Posttest of the Experimental Group

Table5.37. Comparison of the Results of the Pretest and Posttest of the Experimental Group

	Pretest Scores		Posttest Scores		
	Experimental Group		Experimental Group		
	Mean	Std. Deviation	Mean	Std. Deviation	Mean Difference
Literal	2,52	,512	4,57	,507	2,05
General	2,14	,359	4,29	,463	2,15
comprehension					
Detailed	1,95	,218	4,00	,447	2,05
Comprehension					
Interpretive/Applied	1,05	,805	3,71	,717	2,66
Comprehension					
Average	7,67	1,11	16,57	1,60	8,90

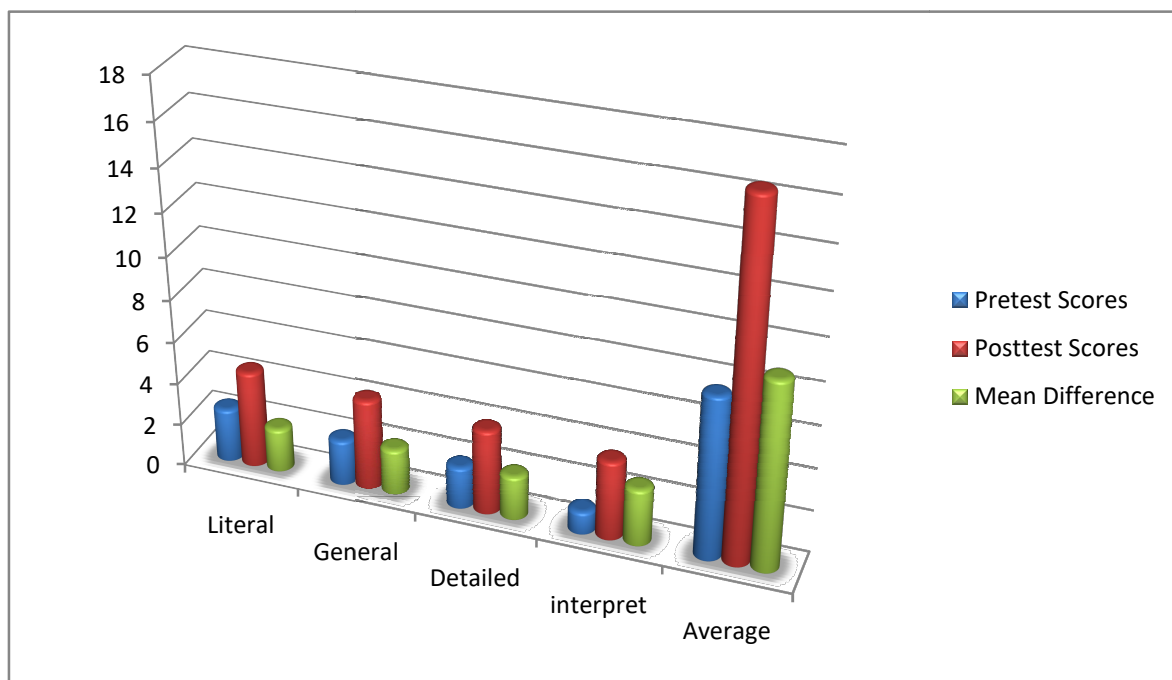


Figure 5.22. Comparison of the Results of the Pretest and Posttest of the Experimental Group

Observing the above table and figure, the results showed the mean scores with standard deviation for the EG in both pre-test and post-test, in the four phases of listening comprehension. We can see that the EG received an overall mean ($M=2,52$) in the pre-test, with ($SD=,512$) and an overall mean score ($M=4,57$) in the posttest, with ($SD=,507$); the difference between the pretest mean and the posttest mean is ($MD=2,05$). Thus, the mean difference is significant as the students listening comprehension performance improved

The results also supplied detailed descriptions of students means in the four sub-phases of listening comprehension; as for literal comprehension (recognizing the words); the findings show that EG scored ($M=2,52$; $S.D=,512$) in the pretest, and ($M=4,57$; $S.D=,507$) in the posttest; the difference was estimated at 2.05

In the general comprehension sub-phase (general ideas); the results revealed that EG scored ($M=2,14$; $S.D=,359$) in the pretest, and ($M=4,00$; $S.D=,463$) in the posttest; the difference was estimated at 2.15. Besides, in the detailed comprehension sub-phase (supporting ideas); the results reveal that EG scored ($M=1,95$; $S.D=,447$) in the pretest, and ($M=4,00$; $S.D=,359$) in the posttest. The difference was estimated at 2.05. Regarding the interpretive/ applied comprehension sub-phase; the results revealed that CG scored $M=1,05$ ($S.D=,805$) in the pretest and $M=3,71$ ($S.D=,717$) in the posttest; the difference

was estimated at 2.66. The results described and illustrated above showed that the students of the EG can fully and appropriately comprehend the L2 listening comprehension material.

The gains discussed above demonstrated that the students benefit from the provided treatment in favor of having a cultural background knowledge that enables the students to fully and appropriately comprehend the listening passage in terms of the four sub listening comprehension phases (levels). Overall, the students attained significantly better results for literal comprehension (recognizing the words); general understanding (general ideas); detailed comprehension (supporting ideas); and interpretive/applied comprehension. In short, it can be said that that having cultural background knowledge helps the students to gain better scores in listening comprehension posttest

The obtained scores of the experimental group are far and higher than the ones of the control group that validate our expected hypothesis. These results also allow us to conclude that using such new authentic materials with cultural information could help to develop students' listening comprehension skills. Along with all the experimental phases, we noticed that the students of the treatment group were engaged.

5.4.1.6 Comparison between the Experimental and the Control groups results in the pre/post tests

Table 5.38. Comparison between the Experimental and the Control groups results in the pre/post tests

Comparison between the Experimental and the Control groups results in the pre/post tests										
	Control Group					Experimental Group				
	Pretest		Posttest			Pretest		Posttest		
	Mean	S.D	Mean	S.D	D	Mean	S.D	Mean	S.D	D
Literal Comprehension	2,43	,507	2,52	,512	0,09	2,52	,512	4,57	,507	2,05
General understanding	2,10	,301	2,14	,359	0,04	2,14	,359	4,29	,463	2,15
Detailed comprehension	1,90	,301	2,05	,218	0,15	1,95	,218	4,00	,447	2,05
Interpretive/	1,00	,837	1,05	,805	0,05	1,05	,805	3,71	,717	2,66

Applied Comprehension										
Average	7,43	1,121	7,76	1,17	0,33	7,67	1,11	16,57	1,60	8,90

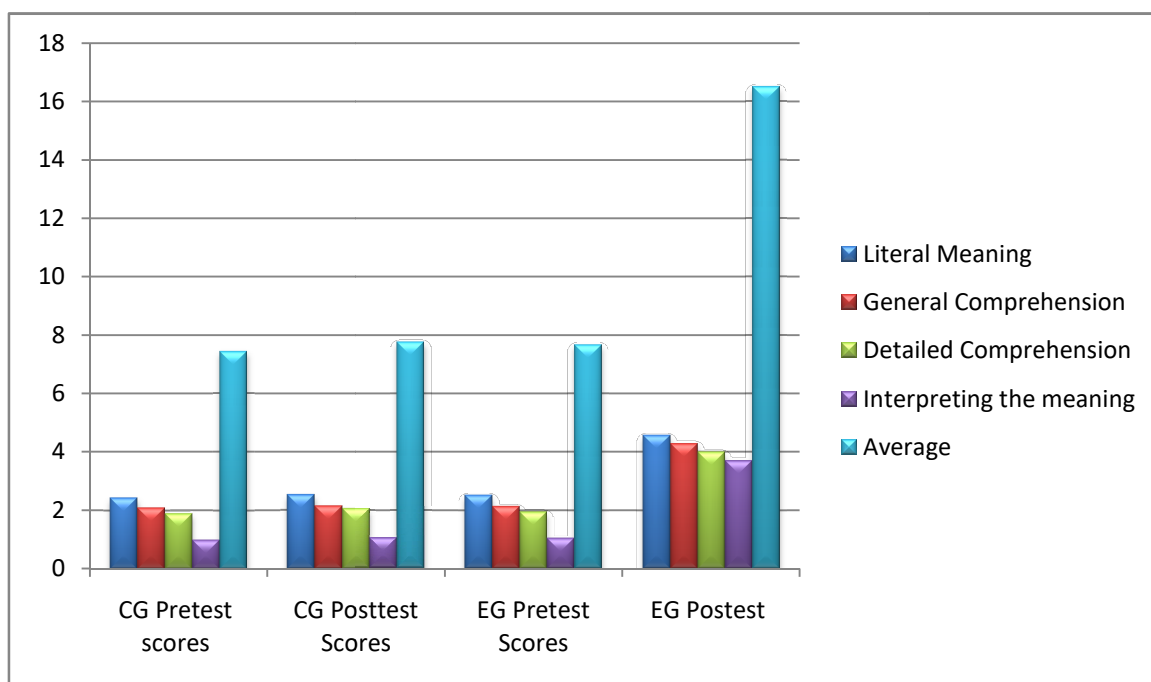


Figure 5.23. Comparison between the Experimental and the Control Groups results in the Pre and post-tests.

The table (5.38) and the figure (5.23) demonstrated the pretest and posttest scores obtained by the students of the CG and the EG to provide a more detailed analysis of the comparison between the mean scores estimated from both groups in the four listening comprehension levels (sub phases).

As we can observe, the pretest scores throwback a slight (not significant) difference between the CG (Mean =7, 43) and (EC (Mean =7, 67) in the overall test results with (D=0, 23) all for the EC scores. However, the posttest scores reviewed detectable improvement of the EG performance (Mean =16, 57) compared to the CG performance (M=7, 76) set down a difference of (D=8, 81)

Deep descriptions of the obtained results illustrated that the pretest scores of both the CG and EG for the literal comprehension (recognizing words) reflect a difference in a favor of the EG. As it is presented in the table and the figure above the GC achieved a

pretest score ($M= 2, 43$; $S.D=, 507$); while the posttest score reached ($M=2, 52$) with ($S.D=, 512$). In the same regard, the pretest scores for the EG were ($M=2, 52$) with ($S.D=, 512$); while the posttest results reached ($M=4, 57$) with ($S.D=, 507$). From this, it is deemphasized that the EG performs better than the EC explained with the mean score difference of ($D=2, 05$) in the posttests.

Regarding the general understanding (identifying general ideas) sub-phase, the scores of the pretest of both groups with a slight difference ($D=$); the CG scored (mean= $2, 10$; $S.D=, 301$), and EG score (mean= $2, 14$; $SD=, 359$). Therefore, their posttest scores ($M=2, 14$; $SD=, 359$) of the EG are greater than the CG ($M=4, 29$; $SD=, 463$). From these results, we can observe that the EG had improved with a mean score difference ($D=2, 15$) in the posttests.

For the detailed comprehension (identify the supporting ideas) sub-phase; the CG scored ($M=1, 90$; $SD=, 301$) in the pretest which was a tiny lower than the EC obtained scores ($M=1, 95$; $SD=, 218$) with a difference of ($D=0.05$). Additionally; the posttest result of the CG ($M=2, 05$; $SD=, 218$) remains lower as compared to the EG scores ($M=4, 00$; $SD=, 447$) with a significant difference of ($D=2.05$).

For the last sub-phase (interpretive/applied comprehension), the pretest score attained for the CG was ($M=1, 00$; $SD=, 837$) which was a little lower than the pretest gains of the EG ($M=1, 05$; $SD=, 805$) with a difference of ($D=0.05$). While, the posttest mean scores of the CG ($M=1, 05$; $SD=8, 05$) significantly consider a great difference of the EG obtained scores ($M=3, 71$; $SD=, 717$). That to say, we can see that the EG performed better than the CG with a mean difference of ($D=2, 66$) in the posttests. Regarding all the above-discussed results, they suggest that the scores of the CG slightly changed with a difference of ($D=0.33$); the EG outperformed the CG with a difference of ($D=8, 90$) in the posttests.

5.4.2. Inferential Statistics

As far as the descriptive statistics provided useful information about the obtained results, the researchers can not draw a reliable conclusion about the hypotheses he/she made before starting the research study. Therefore the researcher used inferential statistics through the T-test statistical tool to either reject or accept the null hypotheses. The confidence level of 0.05 has been established since in human sciences researchers accept

0.05 as the “significance level” that indicates that the results obtained from the research study are not by chance and 95% is due to the relationship between the IV and DV.

5.4.2.1. Independent T-test Results

5.4.2.1.1. Calculating the t-test for the General comprehension sub-phase between the CG and EC groups (Posttest means):

Table5.39. Calculating the t-test for the Literal comprehension sub-phase between the CG and EG groups (Posttest means):

Posttest	Levene's Test for Equality of Variance		T-Test for Equality of Means					
	F	Sig	T	Sig. (2-tailed)	Mean difference	Std.Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Equal variance assumed	,296	,590	13,024	.000	2,048	,157	1,730	2,365
Equal variance is not assumed			13,024	.000	2,048	,157	1,730	1,401

This table assigns the inferential statistics, as it observed that the Sig (p=,590) is greater than 0.05; so we are supposed to read from the first row; which clearly showed that the Sig. (2-tailed) p-value is .000; this value is less than 0.05. Thus, we reject the null hypothesis (H0). So the independent t-test revealed that there is a reliable significant difference between the means of the EG (M=4, 29; SD=, 463) and the CG (M=2, 14; SD=359) in terms of the literal comprehension sub-phase.

5.4.3.2.2. Calculating the t-test for the General Comprehension sub-phase between the CG and EC groups (Posttest means)

Table5.40. Calculating the t-test for the General Comprehension sub-phase between the CG and EC groups (Posttest means)

	Levene's Test for Equality of Variance		T-Test for Equality of Means					
	F	Sig	T	Sig. (2-tailed)	Mean difference	Std.Error Difference	Lower	Upper

Posttest	Variance							
	F	Sig	T	Sig. (2-tailed)	Mean difference	Std.Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Equal variance assumed	5,333	,260	16,771	.000	2,143	,128	1,885	2,401
Equal variance is not assumed			16,771	.000	2,143	,128	1,884	2,401

This table presented the inferential statistics, as it can be observed that the Sig (p=, 260) is greater than 0.05. So we are supposed to read from the first row; which clearly showed that the Sig. (2-tailed) p-value is .000; this value is less than 0.05. Thus, we reject the null hypothesis (H0). So the independent t-test revealed that there is a reliable significant difference between the means of the EG (M=2, 05; SD=, 218) and the CG (M=4, 00; SD=, 447) in terms of the general comprehension level.

5.4.2.1.3. Calculating the t-test for Detailed Comprehension Sub phase between the CG and EC groups (Posttest means)

Table5.41. Calculating the t-test for Detailed Comprehension Sub phase between the CG and EC groups (Posttest means)

Posttest	Levene's Test for Equality of Variance		T-Test for Equality of Means					
	F	Sig	T	Sig. (2-tailed)	Mean difference	Std.Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Equal variance assumed	1,041	,314	17,980	.000	1,952	,109	2,191	3,142
Equal variance not assumed			17,980	.000	1,952	,109	2,191	3,142

This table presented the inferential statistics, as it can be observed that the Sig (p=, 260) is greater than 0.05. Accordingly, we are supposed to read from the first row; which clearly showed that the Sig. (2-tailed) p-value is .000; this value is less than 0.05. Thus, we reject the null hypothesis (H0). So the independent t-test revealed that there is a reliable significant difference between the means of the EG (M=2, 05; SD=, 218) and the CG (M=4, 00; SD=, 447) in terms of the detailed Comprehension sub-phase.

5.4.2.1.4. Calculating the t-test for interpretive/applied comprehension level between the CG and EC groups (Posttest means)

Table5.42. Calculating the t-test for interpretive/applied comprehension Subphase between the CG and EC groups (Posttest means)

Posttest	Levene's Test for Equality of Variance		T-Test for Equality of Means					
	F	Sig	T	Sig. (2-tailed)	Mean difference	Std.Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Equal variance assumed	1,041	,646	11,337	.000	1,952	,109	2,191	3,142
Equal variance not assumed			11,337	.000	1,952	,109	2,191	3,142

This table presents the inferential statistics, as it observed that the Sig (p=, 646) is greater than 0.05. So we are supposed to read from the first row; which clearly showed that the Sig. (2-tailed) p-value is .000; this value is less than 0.05. Thus, we reject the null hypothesis (H0). The independent t-test revealed that there is a reliable significant difference between the means of the EG (M=1, 05; SD=, 805) and the CG (M=3, 71; SD=, 717) in terms of interpreting the meaning sub-phase.

5.4.2.1.5. Calculating the t-test for the listening comprehension posttest between the CG and EC groups (Posttest means):

Table 5.43. Calculating the t-test for the listening comprehension between the CG and EC groups (Posttest means):

Posttest	Levene's Test for Equality of Variance		T-Test for Equality of Means						
	F	Sig.	T	Sig. (2- tailed)	Mean difference	Std.Error Difference	95% Confidence Interval of the Difference		
							Lower	Upper	
Equal variance assumed	1,620	,211	19,832	.000	8,810	,444	7,911	9,708	
Equal variance not assumed			19,832	.000	8,810	,444	7,908	9,711	

The table above is concerned with the inferential statistics for the listening comprehension posttest. As it can be seen in the table above the Sig under the Lavene' s Test for Equality of Variances reveals the significance (p-value). From this table, we observed that the p-value is (, 211) that is greater than 0.05. This leads us to read the result from the first-row file; as we can see the Sig. (2-tailed) emphasize the p-value related to the test

As illustrated in the above table, The Sig value (, 211) is greater than (.05). Thus, we read from the first row. The analysis of the independent samples test calculated on the means of both post-tests showed that the Sig (2-tailed) (.000) is less than (.05) which indicates that there is a statistically significant difference between our means. Thus, our scores are significantly different. This allows us to neglect the null hypothesis. The means of the scores of the post-test are significantly higher than the ones of the pre-test which certify that this difference is due to the treatment not due to external variables but due to the manipulation of the IV.

Therefore, it can be concluded that culture-based instruction (topics, materials, activities) in oral comprehension and expression classes sufficiently helped the students to build and improve their cultural background knowledge and to use this knowledge in their listening comprehension performance.

5.4.2.2. Paired T-test Results

5.4.2.2.1. Experimental Group Results

5.4.2.2.1.1. Comparing T paired Differences between Experimental Pre-posttests scores (Literal Comprehension: Recognizing the meaning of words)

Table5.44. Comparing paired T test Differences between Experimental Pre-posttests scores (Literal Comprehension)

Pretest-posttest Results	Paired Differences				t	df	Sig. (2-tailed)	
	Mean Difference	Std Deviation	Std.Error Difference	95% Confidence Interval of the Difference				
				Lower				Upper
	2,048	,740	,161	1,711	2,384	12,680	20	,000

Looking to the table (5.46) suggested that the mean difference is $M= 2,048$ and the significance level $p= .000$ is less than the confidence level of $.05$. Thus, there is a statistically significant difference between the pretest and posttest scores on the literal comprehension level (recognizing the meaning of the words). We sum up that interventional cultural-based instruction improves students listening comprehension on the literal comprehension level.

5.4.2.2.1.2. Comparing paired T test Differences between Experimental Pre-posttests scores (General Comprehension)

Table5.45. Comparing paired T test Differences between Experimental Pre-posttests scores (General Comprehension)

Pretest-posttest Results	Paired Differences				t	df	Sig. (2-tailed)	
	Mean Difference	Std Deviation	Std.Error Difference	95% Confidence Interval of the Difference				
				Lower				Upper

	2,143	,478	,104	2,143	2,384	12,680	20	,000
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The table above revealed that there is a statistically significant difference between the experimental group pretest and the posttest. The difference between means was $M=2.143$ and $p=.000$ is less than 0.05. The students of the experimental group could improve their listening comprehension (general comprehension level) during the treatment phase as they were exposed to culturally-oriented listening materials.

5.4.2.2.1.3. Comparing T paired Differences between Experimental Pre-posttests scores (Detailed comprehension: Identifying the supporting ideas)

Table5.46. Comparing T paired Differences between Experimental Pre-posttests scores (Detailed comprehension: Identifying the supporting ideas)

Pretest- posttest Results	Paired Differences				t	df	Sig. (2- tailed)	
	Mean Difference	Std Deviation	Std.Error Difference	95% Confidence Interval of the Difference				
				Lower				Upper
	2,048	,498	,109	1,821	2,274	18,857	20	,000

Regarding the experimental group performance in the detailed comprehension level, there is a statistically significant difference between the students' mean scores in the pretest and posttest. The difference between the means $M= 2,048$ and the $p=.000$ less than 0.05, this show that the students performed better in the posttest as a result of the treatment “Increasing their familiarity with the target culture”. So the students of the experimental group improved their listening comprehension in terms of the detailed comprehension phase during the treatment classes through greater exposure to culturally-oriented listening materials

The table above revealed that there is a statistically significant difference between the experimental group pretest and the posttest. The difference between means was $M=2.143$ and $p=.000$ is less than 0.05. The students of the experimental group could

improve their listening comprehension (General comprehension level) during the treatment phase as they were exposed to culturally-oriented listening materials.

5.4.2.2.1.4. Comparing T paired Differences between Experimental Pre-posttests scores (Interpretive/Applied Comprehension level)

Table5.47. Comparing paired T test Differences between Experimental Pre-posttests scores (Interpretive/ Applied Comprehension level)

Pretest-posttest Results	Paired Differences					t	df	Sig. (2-tailed)
	Mean Difference	Std Deviation	Std.Error Difference	95% Confidence Interval of the Difference				
				Lower	Upper			
	2,667	1,317	,287	2,067	3,266	9,282	20	,000

Concerning the experimental group students' performance in the interpretive/applied comprehension phase, there is a statistically significant difference between the students' mean scores in the pretest and the posttest. The mean difference was M= 2,667 and the p=.000 is less than 0.05. Therefore the students could improve their listening comprehension (interpretive/ applied comprehension) as a result of the implementation of cultural knowledge in their classes.

5.4.2.2.2.5. Comparing T paired Differences between Experimental Pre-posttests scores

Table5.48. Comparing T paired Differences between Experimental Pre-posttests scores

Pretest-posttest Results	Paired Differences					t	df	Sig. (2-tailed)
	Mean Difference	Std Deviation	Std.Error Difference	95% Confidence Interval of the Difference				
				Lower	Upper			
	8,905	2,234	,487	7,888	9,922	12,680	20	,000

As seen in table (5.48), the mean difference is $M= 8,905$ and the significance level is $p=, 000$ is less than the confidence level of $.05$. Therefore, this assigns that there is a statistically significant difference between the pretest and posttest scores of the experimental group. Thus, it can be concluded that the implementation of cultural background knowledge can enhance the listening comprehension of second-year EFL students.

5.4.2.2.2. Control Groups Results

5.4.2.2.2.1. Comparing T paired Difference between Control Pre-posttest Scores (Literal Comprehension: Recognizing the meaning of words)

Table5.49. Comparing paired T test Difference between Control Pre-posttest Scores (Literal Comprehension)

Pretest-posttest Results	Paired Differences					t	df	Sig. (2-tailed)
	Mean Difference	Std Deviation	Std.Error Difference	95% Confidence Interval of the Difference				
				Lower	Upper			
	0.95	539	,118	-,212	0.341	,810	20	,428

As it is apparent in the table, there is no statistically significant difference between the mean score of the pretest and the posttest, as the mean difference was $M= 0.95$ and the value $p=, 428$ is larger than 0.05 . Students of the control group couldn't improve their listening comprehension (literal comprehension level) as they lack cultural background knowledge.

5.4.2.2.2.2. Comparing T paired Difference between Control Pre-posttest Scores (General Understanding: Recognize the main idea)

Table5.50. Comparing T paired Difference between Control Pre-posttest Scores (General Understanding: Recognize the main idea)

	Paired Differences	t	df	Sig. (2-
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Pretest-posttest Results	Mean Difference	Std Deviation	Std.Error Difference	95% Confidence Interval of the Difference				tailed)
				Lower	Upper			
				,048	,384			

It is evident from the table, there is no statistical significance difference between the mean scores of the control group in the pretest and the posttest as shown that the mean difference $M=, 048$ and p -value is, 576 that larger than 0.05. This assigns that the students of the control group failed to develop their listening comprehension in terms of General understanding level through not having been exposed to cultural knowledge.

5.4.2.2.2.3. Comparing T paired Difference between Control Pre-posttest Scores (Detailed Understanding: Recognize the supporting ideas)

Table5.51. Comparing T paired Difference between Control Pre-posttest Scores (Detailed Understanding: Recognize the supporting ideas)

Pretest-posttest Results	Paired Differences				t	df	Sig. (2-tailed)	
	Mean Difference	Std Deviation	Std.Error Difference	95% Confidence Interval of the Difference				
				Lower				Upper
	,143	,359	,359	-,127	,341	,810	20	,428

As shown in table, there is no statistically significant difference between the mean scores of the control group in the pretest and posttest as the mean difference $M=, 143$ and the $p=, 428$ was greater than 0.05. Therefore, the results indicate that the students of the control group performed nearly the same in the pretest and the posttest. Thus, we confirmed that they could not improve their listening comprehension performance in terms of detailed comprehension level as they lack cultural background knowledge.

5.4.2.2.2.4. Comparing T paired Difference between Control Pre-posttest Scores (Interpretive/ applied comprehension level)

Table5.52. Comparing T paired Difference between Control Pre-posttest Scores (Interpretive/ applied comprehension level)

Pretest-posttest Results	Paired Differences					t	df	Sig. (2-tailed)
	Mean Difference	Std Deviation	Std.Error Difference	95% Confidence Interval of the Difference				
				Lower	Upper			
	,048	,865	,189	-,346	,441	,252	20	,803

Table (5.52) showed that the significance level p-value is, 803 which is greater than the confidence level 0, 05 demonstrating that there is no significant difference between the mean score of the control group students related to their interpretive/ applied level. Thus lacking cultural background knowledge related to the topic hinders students listening comprehension.

5.4.2.2.2. Comparing T paired Difference between Control Pre-posttest Scores

Table5.53. Comparing T paired Difference between Control Pre-posttest Scores

Pretest-posttest Results	Paired Differences					t	df	Sig. (2-tailed)
	Mean Difference	Std Deviation	Std.Error Difference	95% Confidence Interval of the Difference				
				Lower	Upper			
	0,333	1,197	,487	-,212	0,878	1,276	20	,217

The table above showed that the mean difference is MD=0,333 and the significance level is p=, 217 is less than the confidence level of .05. Therefore, this indicates that there is no statistically significant difference between the pretest and posttest scores of the control group. The results of the paired T-test confirmed the necessity of

having cultural background knowledge to fully and appropriately comprehend English spoken passages.

Discussion and Conclusion

To conclude, the results obtained through the experiment confirmed the positive influence of having cultural background knowledge on improving students listening comprehension performance. Since both the experimental group and the control group have the same level in the pretest phase. Besides, the experimental group with higher levels of cultural knowledge has higher listening comprehension posttest scores. Also the EG posttest results were significantly higher than the control group with low levels of cultural background knowledge posttest scores. That is to say that the students of the experimental group succeed in employing their acquired cultural knowledge to interpret and comprehend the English listening test. To sum up, the results showed that the intervention of culture-based instruction has a positive influence on the experimental group's listening comprehension performances. The experimental group students performed better than the control group since they were familiar with the cultural content of the listening material (text).

5.5 Analyzing and Interpreting the Attitude Scale obtained results

Introduction

This attitude scale helped the researcher to collect information about students' attitudes towards the implementation of teaching culture in their oral comprehension and expression classes as well as to evaluate the benefits of having cultural background knowledge on their listening comprehension performance.

5.5.1. Description of the Attitude Scale Survey

The attitude scale was a 5 point Likert scale based on the agreement option that was described as follow (1=Strongly Disagree; 2= Disagree; 3= Neutral, 4=Agree; 5=strongly agree). It consists of 20 positive statements that cover four sections. The first section consisted of four statements aimed at investigating students' attitudes towards the efficiency of implementing culture in their listening classes. The second section consists of two statements aimed at investigating students' attitudes towards integrating culturally related listening comprehension materials in their listening comprehension classes. The

third section consists of four statements to get students' opinions on the benefits of culture-based listening activities in their listening comprehension classes. The last section with 10 statements is based on examining the efficiency of having cultural background knowledge on students listening comprehension performance.

5.5.2. Administration of the Attitude Scale

After the experiment, in a regular oral expression and comprehension session, the researcher administers the attitude scale survey to the experimental group. The students took 15 minutes to answer the questions

5.5.3. The Interpretation and the Analysis

5.5.3.1. Students' attitudes towards the integration of culture in their oral comprehension and expression classes

Table 5.54. Students' attitudes towards the integration of culture in their oral comprehension and expression session

The statements	SD	D	N	A	SA
Culture Teaching	1	2	3	4	5
	(%)	(%)	(%)	(%)	(%)
1 The implementation of culture teaching within listening comprehension class is enjoyable.	0	0	0	28.56	71.41
2 The implementation of culture teaching within listening comprehension class is interesting.	0	0	4.76	52.37	42.84
3 The implementation of culture teaching within listening comprehension class introduces me to how language is used in the appropriate context.	0	0	4.76	71.41	23.80
4 The implementation of culture teaching is Important.	0	0	9.52	66.65	23.80
T All the statements	0	0	4.76	54.76	40.74

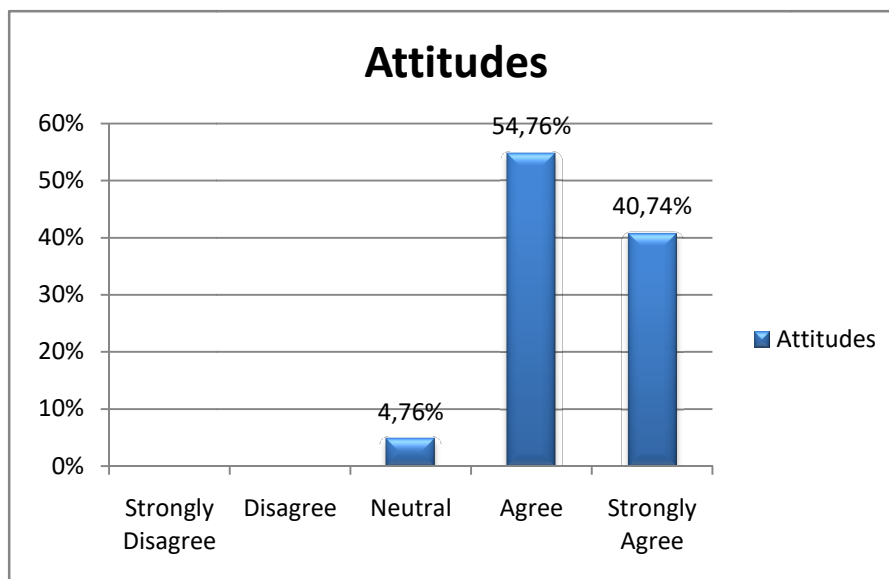


Figure5.24. Students’ attitudes towards the integration of culture in their oral comprehension and expression lessons

As shown in the table above, all the students 71.41 % strongly agreed; and 28.56 % agreed that “the implementation of culture teaching within listening comprehension class is important”. Moreover, (52.37%) agreed and (42.84%) strongly agreed. Concerning the third statement, a higher rate of (agrees) that revolve that the implementation of culture teaching within listening comprehension class is enjoyable. (71.41%) agreed; (23.80%) strongly agreed; while (4.76% were neutral, so almost participants believed that the implementation of culture teaching within listening comprehension class helps the students to understand how language is used in its the appropriate context. The last statement revolves around (66.65% agree) of the participants claimed that cultural knowledge should always be implemented with listening comprehension classes. In general, the students have positive viewpoints towards the integration of culture in their listening comprehension.

5.5.3.2. Students’ attitudes towards integrating cultural related materials in their Oral comprehension and expression lessons

Table5.55. Students’ attitudes towards integrating cultural related materials in their oral comprehension and expression lessons

The Statements	SD	D	N	A	SA
Materials	1	2	3	4	5
	(%)	(%)	(%)	(%)	(%)

1	Natural English materials improve my listening comprehension more than simplified materials	0	0	0	52.37	47.61
2	I prefer to listen to materials related to cultural Topics.	0	0	9.52	47.61	42.84
T	All the statements	0	0	4.76	50.00	40.74

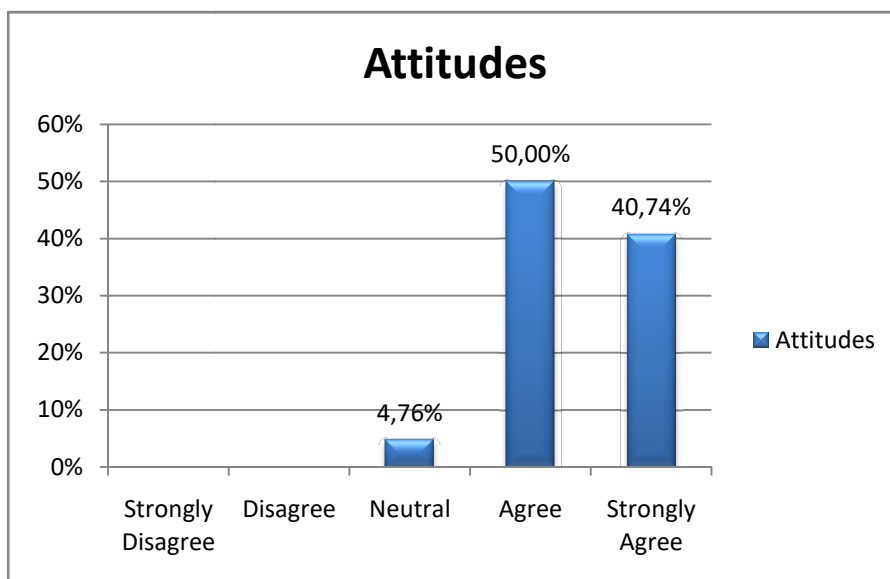


Figure 5.25. Students' attitudes towards integrating cultural related materials in their oral comprehension classes

According to the above table, all the students either (52.37%) agreed, or (47.61%) strongly agreed that the use of natural English materials (authentic materials) more than using simplified materials. Furthermore, (47.61%) agreed, and (42.84%) strongly agreed of the students prefer listening materials related to cultural topics.

5.5.3.3. Students' attitudes towards integrating culture-based activities in their oral comprehension classes

Table 5.56. Students' attitudes towards integrating culture-based activities in their oral comprehension classes

The Statements	SD	D	N	A	SA
Culture-based Activities	1	2	3	4	5

The Impact of Cultural Background Knowledge on Students Listening Comprehension

	(%)	(%)	(%)	(%)	(%)
1 The implementation of culture-based listening activities increases my cultural background knowledge level.	0	0	9.52	38.08	52.37
2 I m motivated to learn listening comprehension through the use of culture-based activities	0	0	0	52.37	47.61
3 Cultural-based listening activities increase my knowledge of vocabulary items that I need in real-life situations.	0	0	0	42.84	52.37
4 Implementing culture-based listening activities is effective.	0	0	4.76	57.12	4.76
T All the statements	0	0	4.76	47.61	47.61

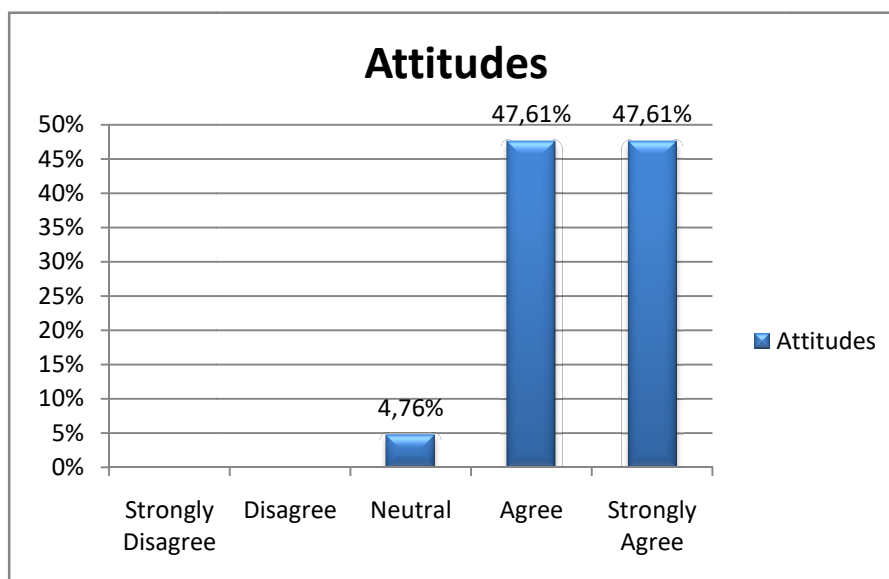


Figure 5.26. Students' attitudes towards integrating culture-based activities in their oral comprehension classes

The table showed that more than half of the students agreed that culture-based activities increase their motivation to learn listening comprehension; specifically, the majority (52.37%) strongly agreed that culturally-based activities increase their vocabulary knowledge which they need in real-life situations. In addition, a high rate of (agrees) 12

(57; 12%) related to statement 3 which revolve around that Implementing culture-based listening activities is effective.

5.5.3.4. Students’ attitudes towards the benefits of having cultural background knowledge on their listening comprehension performance

Table 5.57. Students’ attitudes towards the benefits of having cultural background knowledge on their listening comprehension performance

The statements	SD	D	N	A	SA
Listening Comprehension Performance	1	2	3	4	5
	(%)	(%)	(%)	(%)	(%)
1 Having cultural background knowledge helps me in comprehending the order of the ideas	0	0	4.76	61.88	33.32
2 Having cultural background knowledge helps me in understanding general ideas.	0	0	9.52	57.13	33.32
3 Having cultural background knowledge helps me in understanding supporting ideas.	0	0	4.76	47.60	47.60
4 Having cultural background knowledge of the listening passage make it easier to comprehend	0	0	0	57.12	42.84
5 Having cultural background knowledge helped me in understanding the intended meaning of the speaker.	0	0	4.76	42.84	52.37
6 Having cultural background knowledge enables me to comprehend other English listening material outside the class.	0	0	0	38.08	61.88
7 Having cultural background knowledge enables me to build an effective association of what I hear with what I already know.	0	0	4.76	23.80	71.41
8 Having cultural background knowledge improves my inference skills.	0	0	0	71.41	28.56
9 Having cultural background knowledge encourages me to listen to other English listening materials outside the classroom.	0	0	0	57.13	42.84

1	I have high scores in listening comprehension	0	0	4.76	52.37	42.84
0	tasks when I have the cultural background knowledge of the listening material.					
T	All the statements	0	0	3.33	50.95	45.71

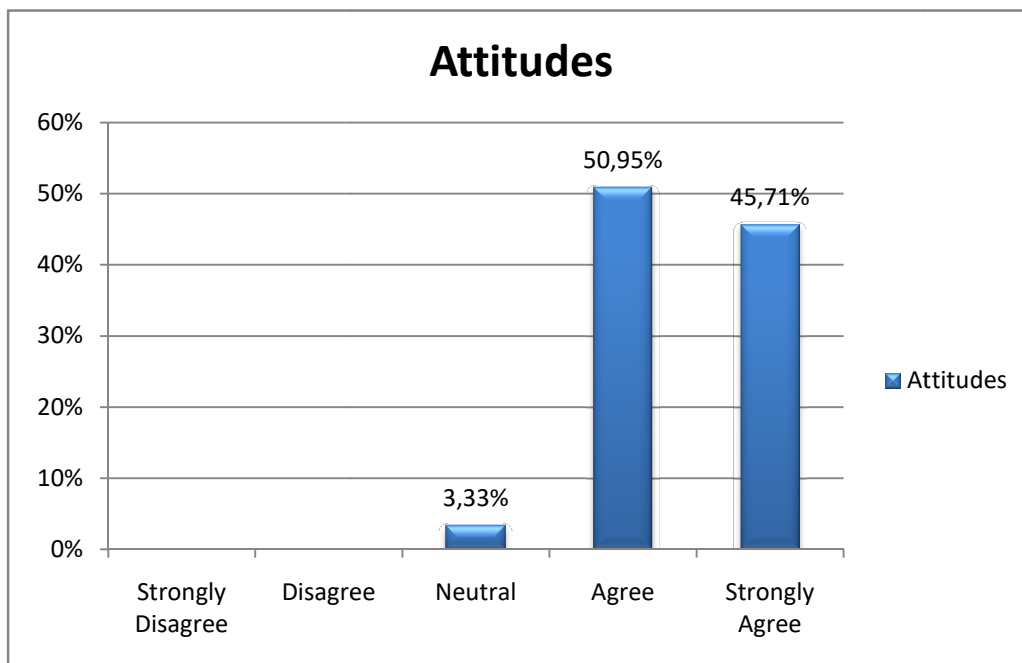


Figure 5.27. Students' attitudes towards the benefits of having cultural background knowledge on their listening comprehension performance

With regards to students attitudes towards the benefits of having cultural background knowledge on their listening comprehension performance; the table above shows that (71.41%) believed that having cultural background knowledge enables the students to build an effective association of what they hear with what they already know. Furthermore; all the students (71.41%) agree; (28.56%) strongly agreed that having cultural background knowledge improves my inference skills. In addition (52.37% strongly agree; 42.84% agree) of the informants believed that having cultural background knowledge helps the students to understand the intended meaning of the speaker. Concerning the ability to understand the general ideas of the listening passage; the majority of the participants (57.13 % agree; 33.32% strongly agree) reported that having cultural background helps them in understanding general ideas. Additionally, all the students (57.13% agree; 42.84% strongly agree) assert that having cultural background knowledge encourages them to listen to other English listening materials outside the classroom. All the participants (57.12% agree; 42.84% strongly agree) believed that having cultural

background knowledge of the listening passage makes it easier to comprehend. The last statement revealed that almost all students (52.37% agree; 42.84 % strongly agree) think that when they have cultural background knowledge of the listening materials; they will have high scores in the listening comprehension tasks.

5.5.4. Inferential Statistics

5.5.4.1. Students' attitudes towards that integrating culture in their oral comprehension and expression classes

Table5.58. Mean Scores of the first section of the attitude scale

	Min	Max	Mean	Std. Deviation
Statement 01	1.00	5.00	4.70	.470
Statement 02	1.00	5.00	4.35	.587
Statement 03	1.00	5.00	4.20	.523
Statement 04	1.00	5.00	4.10	.641
Domain 01	1.00	5.00	4.00	.081

Observing the table above, the descriptive statistics revealed the mean scores of the first domain of the attitudes scales that investigate the students' attitudes towards integrating culture in their listening comprehension. This domain consisted of four statements; as observed the mean of each statement is greater than scale 3 (Neutral). The finding also revealed the total mean of this section was 4.00 (greater than scale (3)); this indicates that the students have a fairly good attitude towards integrating culture in their listening comprehension class.

Comparing students attitudes towards integrating culture in their Oral comprehension class with the Scale 3

As interpreted earlier; the mean score of the first section was (M=4.00) was greater than the scale 3 (Neutral). The researcher used a one-sample T-test to evaluate the difference between the means. The results are presented in the following table.

Table5.59. Comparing students attitudes towards integrating culture in their oral comprehension class with the Scale 3 (using one sample t-test)

Test Value=3						
	t	df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
N 01	16.170	19	.0000	1.700	1.48	1.92
N 02	10.283	19	.0000	1.350	1.08	1.62
N 03	10.285	19	.0000	1.200	0.96	1.44
N 04	7.678	19	.0000	1.100	0.80	1.40
Total	7.281	19	.0000	1.000	0.81	1.44

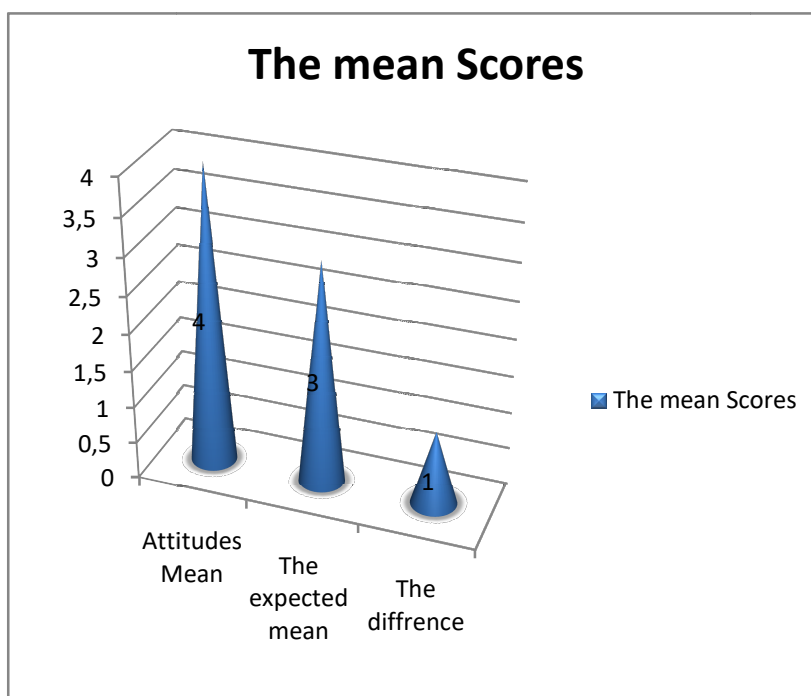


Figure5.28. Comparing students attitudes towards integrating culture in their oral comprehension class with the Scale 3

Looking at the above table; the t-test value of this section was statistically significant at the level of 0.01 ($t=$, $df =19$, $p=.001<0.01$). Consequently, the difference between students' attitudes towards culture integration in their listening classes mean and the expected value (3) was significant. This concludes that the students have highly positive attitudes towards the integration of culture in their listening comprehension classes.

5.5.4.2. Students’ attitudes towards integrating cultural-based materials in their listening comprehension classes

For this section, the obtained mean scores were collected and presented in the following table

Table5.60. The Mean Scores of the second section

	Min	Max	Mean	Std. Deviation
Statement 01	1.00	5.00	4.40	.598
Statement 02	1.00	5.00	4.30	.657
Total	1.00	5.00	4.35	.609

The table above displayed the descriptive statistics which presents the mean scores and the standard deviation of the third domain of the attitude scale which consists of two statements. The mean of each statement was greater than the scale (3). The total mean of the third domain was M=4.35 greater than the scale (3); these findings suggest that the students had highly positive attitudes towards using cultural materials in their listening comprehension classes.

Comparing students’ attitudes towards integrating cultural materials in their oral comprehension classes with the scale 3 (neutral)

As mentioned earlier the mean of this section was (M=4.28) was greater than the scale 3 (neutral); the researcher used a one-sample T-test to evaluate the difference between the means. The results are presented in the following table.

Table5.61. Comparing students’ attitudes towards integrating cultural materials in their oral comprehension classes with the scale 3 (neutral)

Test Value=3						
	t	df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
N 01	10.466	19	.0000	1.400	1.12	1.68
N 02	8.850	19	.0000	1.300	0.99	1.61

Total	8.865	19	.0000	1.350	1.03	1.62
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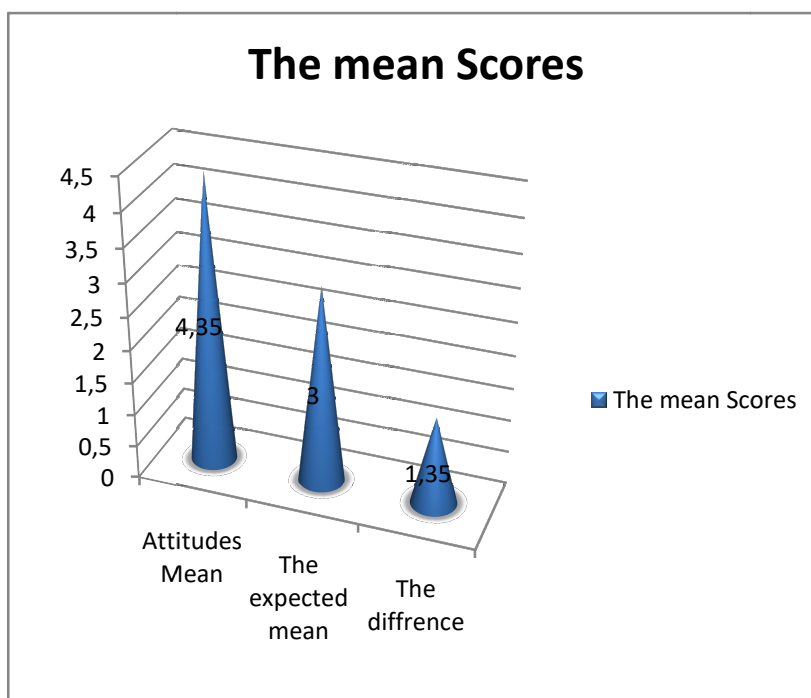


Figure 5.29. Comparing students' attitudes towards integrating cultural materials in their oral comprehension classes with the scale 3 (neutral)

Observing the table above, we can see that the sig level column is .0000 of all the statements, the total section T-test value was; and the degree of freedom $df= 19$; the mean difference is; $p=0.001 < 0.01$. This indicates that there is a statistically significant difference between the students' attitudes towards integrating cultural listening materials in their classes and the mean and the expected value (3); this concludes that the students have highly positive attitudes towards integrating cultural listening materials.

5.5.4.3. Students' attitudes towards integrating culture-based listening activities in their listening comprehension classes

For this section; the obtained mean scores were collected and presented in the following table

Table 5.62. Mean Scores of the Third section

Min	Max	Mean	Std. Deviation
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Statement 01	1.00	5.00	4.40	.681
Statement 02	1.00	5.00	4.45	.510
Statement 03	1.00	5.00	4.55	.510
Statement 04	1.00	5.00	4.30	.571
Total mean	1.00	5.00	4.42	.487

Look at this table, the descriptive statistics showed the mean scores and the standard deviation of the fourth domain of the attitude scale which consisted of four statements. Each statement's mean score was greater than the scale (3). The total mean of this domain was (4.42), and the standard deviation was (.487); these findings reveal that the students had highly positive attitudes towards the implementation of culture-based activities in their listening comprehension classes.

Comparing Students' attitudes towards integrating culture-based activities in their listening comprehension classes and the scale (3)

As mentioned earlier the mean of this section was (M=4.42) greater than the scale 3 (neutral); the researcher used a one-sample T-test to evaluate the difference between the means. The results are presented in the following table.

Table5.63. Comparing Students' attitudes towards integrating culture-based activities in their oral comprehension classes and the scale (3)

Test Value=3						
	t	df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
N 01	9.200	19	.000	1.400	1.08	1.72
N 02	12.705	19	.000	1.450	0.21	1.69
N 03	13.581	19	.000	1.550	1.31	1.79
N 04	10.177	19	.000	1.300	1.03	1.57
Total	9.265	19	.000	1.420	1.11	1.71

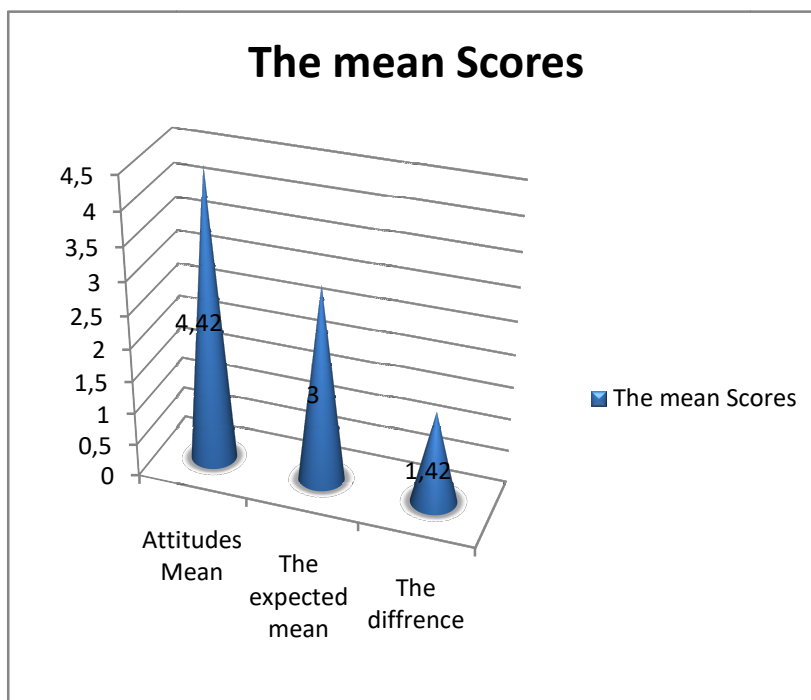


Figure 5.30. Comparing Students' attitudes towards integrating culture-based activities in their oral comprehension classes and the scale (3)

Observing the table above, we can see that the sig level column is .0000 of all the statements; the total section T-test value was; and the degree of freedom $df= 19$; the mean difference is; $p=0.001 < 0.01$. This indicates that there is a statistically significant difference between the students' attitudes towards integrating culture-based activities in their classes and the mean and the expected value (3); this concludes that the students have highly positive attitudes towards the integration of culture-based activities.

The global results of the attitude scale were exclusively analyzed through the use of the SPSS Program using a one-sample T-test

Table 5.62 The Mean Scores of the Attitude Scale

	N	Min	Max	Mean	Std. Deviation
MeanQues	20	1.00	5.00	4.43	.144

As clearly shown in the above table 5.62, the descriptive statistics conveyed that the mean score of the attitude scale was 4.43; and the standard deviation was .144. This indicates that the students had positive attitudes towards the impact of cultural background

knowledge on their listening comprehension as this mean was higher than the scale 3 (Neutral scale). A one-sample t-test carried out to examine whether the mean scores of the attitude scale (M=4.13; SD= .144) were statistically significantly higher from scale 3 (Neutral scale).

5.5.4.3. Students' attitudes towards the impact of cultural background knowledge on their listening comprehension performance

For this section; the obtained mean scores were collected and presented in the following table

Table5.64. Mean scores of the fourth domain

	Min	Max	Mean	Std. Deviation
Statement 01	1.00	5.00	4.30	.571
Statement 02	1.00	5.00	4.25	.639
Statement 03	1.00	5.00	4.40	.598
Statement 04	1.00	5.00	4.45	.510
Statement 05	1.00	5.00	4.45	.605
Statement 06	1.00	5.00	4.55	.605
Statement 07	1.00	5.00	4.65	.587
Statement 08	1.00	5.00	4.70	.470
Statement 09	1.00	5.00	4.55	.510
Statement 10	1.00	5.00	4.35	.587
Total	1.00	5.00	4.28	.265

The table above presents the descriptive statistics which show the mean scores of the second domain of the attitude scale that investigates the impact of having cultural background knowledge on their listening comprehension performance. This section consisted of ten statements. As it can be seen the mean score of each statement was greater than the scale (3). The total mean of this domain was M=4.28 greater than the scale (3). This implies that the students strongly agree with the statements of the domain and had highly positive attitudes towards the impact of having cultural background knowledge and their listening comprehension performance.

Comparing students' attitudes towards the impact of having cultural background knowledge on their listening comprehension performance with the scale of 3 (neutral)

As mentioned earlier the mean of this section was (M=4.28) was greater than the scale 3 (neutral); the researcher used a one-sample T-test to evaluate the difference between the means. The results are presented in the following table.

Table5.56. Comparing students' attitudes towards the impact of having cultural background knowledge on their listening comprehension performance with the scale 3 (neutral)

Test Value=3						
	t	df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
N 01	10.177	19	.0000	1.300	1.03	1.57
N 02	8.753	19	.0000	1.250	0.95	1.55
N 03	10.466	19	.0000	1.400	1.12	1.68
N 04	12.705	19	.0000	1.450	1.21	1.69
N 05	10.722	19	.0000	1.450	1.17	1.73
N 06	11.461	19	.0000	1.550	1.27	1.83
N 07	12.568	19	.0000	1.650	1.38	1.92
N 08	16.170	19	.0000	1.700	1.48	1.92
N 09	13.581	19	.0000	1.550	1.31	1.79
N 10	10.283	19	.0000	1.350	1.08	1.62
Total	8.753	19	.0000	1.280	0.99	1.58

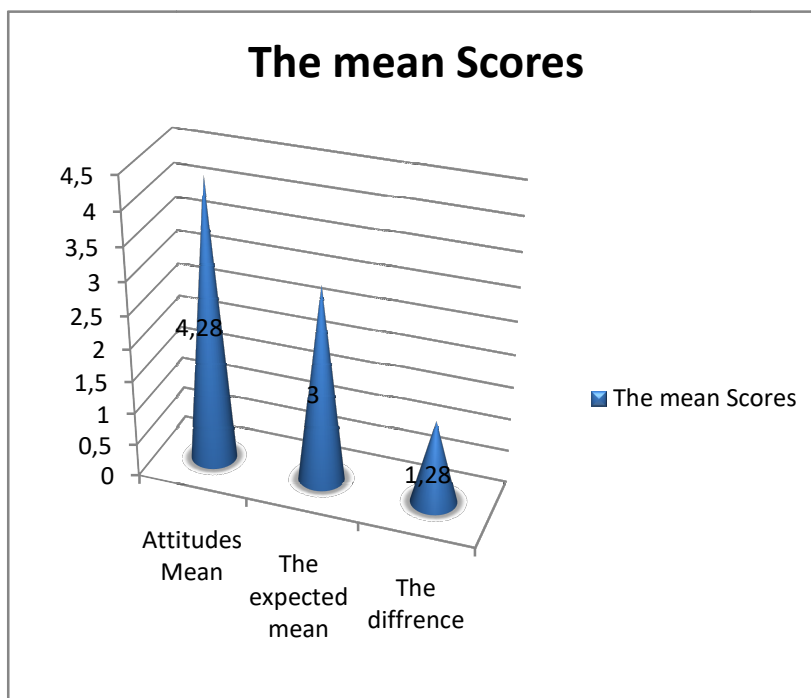


Figure 5.31. Comparing students' attitudes towards the impact of having cultural background knowledge on their Listening Comprehension Performance with the scale 3 (neutral)

Observing the table above; we can see that the sig level column is .0000 of all the statements; the total section T-test value was; and the degree of freedom $df= 19$; the mean difference is; $p=0.001 < 0.01$. This indicates that there is a statistically significant difference between the students' attitudes towards the benefits of having cultural background knowledge on their listening comprehension performance mean and the expected value (3) This draws a conclusion that the students have highly positive attitudes towards the impact of having cultural background knowledge on their listening comprehension performance.

The global results of the attitude scale were exclusively analyzed through the use of the SPSS Program using a one-sample T-test

Table 5.57 The Mean Scores of the Attitude Scale

	N	Min	Max	Mean	Std. Deviation
MeanQues	20	1.00	5.00	4.43	.144

As clearly shown in the above table 1, the descriptive statistics conveyed that the mean scores of the attitude scale; and the standard deviation was .14. This indicates that the students had positive attitudes towards the impact of cultural background knowledge on their listening comprehension as this mean was higher than the scale 3 (Neutral scale). A one-sample t-test was carried out to examine whether the mean scores of the attitude scale (M=4.13; SD= .144) were statistically significantly higher from scale 3 (Neutral scale).

Comparing the Mean Scores of the Attitude Scale and the Scale 3 (Neutral)

Table5.58 Comparing the Mean Scores of the Attitude Scale and the Scale 3 (Neutral)

Test Value=3						
	t	df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
MeanQues	9.678	19	.0000	1.43	1.13	1.74

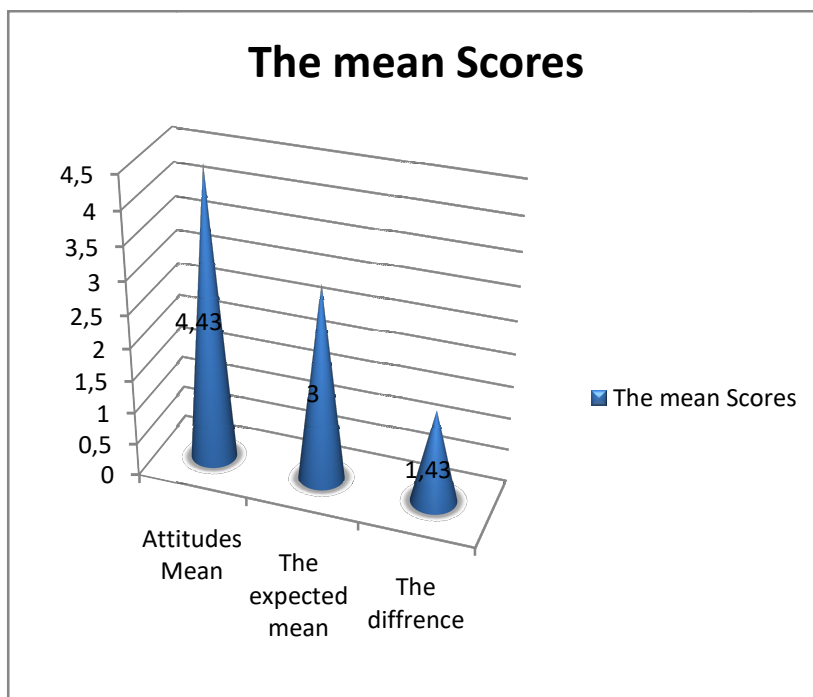


Figure5.38: Comparing the Mean Scores of the Attitude Scale and the Scale 3 (Neutral)

As seen from the table above, the mean scores of the attitude scale M=4.43 was higher than the scale 3; since the value of T-test (20) =, the degree of freedom df = 19; the mean difference is MD =1.43; p=0.001<0.01. This indicates that there is a statistically

significant difference between the mean of the attitude scale and the expected mean (3) thus; the students have positive attitudes towards the integration of cultural background knowledge and teaching listening comprehension.

Discussion and Conclusion

This section showed that the experimental group students have positive attitudes towards the efficiency of cultural background knowledge on their listening comprehension syllabus, activities, materials, and performance. The results of one sample T-test indicate that there is a statistical difference between the students' mean score and the neutral score. These grounds confirm their high positive attitudes towards cultural knowledge integration.

Summary

This section aimed at discussing the obtained results of this current research study. First, from the findings of the teachers' questionnaire, we noticed their positive attitudes towards integrating culture in their EFL classes. Henceforth they were aware of the disadvantages of the lack of cultural background knowledge on the learning process in general and on students' language skills in particular. The findings of the cultural background knowledge self-assessment confirmed the limited level of the students which implies that they were not familiar with the target culture aspects.

Second, to discuss the results obtained from the preliminary students' questionnaire, the students had positive attitudes towards culture teaching and the importance of cultural background knowledge in their learning EFL process. Overall the findings of the three sections of the questionnaire reveal that after nine years of learning EFL, the students find it difficult to comprehend natural English spoken text. This fact increases the researcher's motivation to conduct this study. The findings of the cultural background knowledge self-assessment confirmed the limited level of the students which implies that they were not familiar with the target culture aspects.

The findings of the experiment phase reveal the effect of culture-based instruction training sessions was as expected: the students of the experimental group average mean score of the posttest was higher than those of the pretest scores. The findings also showed the efficiency of having cultural background knowledge on students listening comprehension performance. As the Independent T-test, posttest results indicate that the

experimental group students outperformed the control group students. Therefore, the control group students' who lack the cultural background knowledge attained lower scores as compared to the experimental group. Moreover, the Paired T-test results of the control group showed that there is no difference between their scores of the pre and post-test. The results indicate that the listeners need cultural background knowledge to interpret culturally-loaded oral texts. The results of the attitude scale survey conveyed that the subjects of the experimental group showed their positive attitudes towards the culture-based instruction within their Oral comprehension and expression classes. It was noticed that their responses reflect their interest in having cultural background knowledge to develop their listening comprehension skills.

General Conclusion

The primary goal of the current study was to see how far students' cultural background knowledge encompasses the products, practices, and perspectives of the target culture speech community affects students' comprehension of English oral texts. Researchers attempted to clarify the relationship between the integration of cultural knowledge in the oral comprehension and expression classes and the improvement of students' listening comprehension skills. Additionally, we aimed also to investigate how far implementing culture with listening comprehension activities and materials would help EFL second-year students promote their comprehension of natural English oral texts.

To this aim, the researchers employed both descriptive and experimental designs seeing that justified through the research requirements for obtaining the valuable and significant data that allow the researchers to draw remarkable judgments. The participants in this examination were two intact groups of sophomore students at the Department of English, University of Khenchela over the academic track 2020/2021. For the descriptive design, the researchers managed Web-based surveys for both the Algerian EFL university teachers and second-year EFL students. The two questionnaires anticipated assisting the researchers to comprehend the problematic situation. Thus, teachers' questionnaire aimed to investigate the place and the importance of culture teaching in their classes. Students' questionnaire aimed to explore their attitudes towards the place of culture in their learning process, and it also aimed to investigate students' listening comprehension difficulties and deficiencies.

Another worth mentioning point is based on the universally accepted fact "Culture and Language are inseparable". Through analyzing the literature, there is an absolute indication of the necessity of cultural inclusion in the FL curriculum. Moreover, learning the target language appears to imply comprehending the target culture. However, relying exclusively on improving the language without also assisting the students in developing a strong awareness of the target culture might result in differences in their linguistic and cultural knowledge. As a result, students may arrive to have a sufficient degree of linguistic proficiency; nonetheless, they may not achieve the same degree of cultural proficiency which may cause problems and deficiencies in their understanding and using the target language. Notwithstanding this importance, many contemporary second

languages and foreign-language learning curriculums do not appear to integrate cultural objectives.

Likewise, the findings of the EFL teachers' questionnaire showed the disregard of culture in the Algerian universities. Additionally, the outcomes of the students' questionnaire were consistent and confirmed the negligence of culture in their classes. This justifies their lack and low level of cultural background knowledge. Besides, the researcher attempted for a more detailed examination of their attitudes towards their listening comprehension difficulties related to their lack of cultural background knowledge. The findings of this pace supported the problematic situation emphasized through this thesis; as well as they suggest the possible advantages of having cultural background knowledge to overcome listening comprehension difficulties among EFL second years students at the English Department, Khenchela University.

As mentioned above, this thesis aimed at investigating the impact of cultural background knowledge on students' listening comprehension. Henceforth, in the treatment phase the researcher maps out culture-based listening comprehension lessons to develop students' cultural background knowledge (target culture). Thereby, we offer the opportunity for the participants to attain vocabulary knowledge that is specifically related to the daily life situations of the target culture. These lessons were designed exclusively for the experimental group mainly to test our research hypotheses. As explained earlier in the previous chapters that enrich students' vocabulary knowledge is necessary in FL learning process.

On the whole, the results of the experiment conveyed that the experimental group outperformed the control group in their oral English text comprehension performance. This was due to the cultural background knowledge that the students acquired throughout the treatment lessons. That is to say, the students of the EG succeed to establish their linguistic knowledge with their knowledge of the world to appropriately interpret the spoken passage. Importantly, it was clear that the students' capacity to establish connections between what they hear and what they had learned during the treatment promotes their comprehension. Since, the oral passages cannot be fully and appropriately understood only with the linguistic knowledge. Therefore, cultural background knowledge has a positive impact on students listening comprehension. As well, the results affirmed that the listeners' familiarity with the topic of the oral text has a positive impact on their understanding.

Regarding the other results, the control group performances in the pre-test and post-test revealed that they did not have the appropriate cultural schema, thus they fail to make the connection between linguistic knowledge and cultural knowledge to effectively interpret the listening passage. Therefore, the lack of cultural background knowledge has a negative impact on students listening comprehension. Additionally, the results confirmed that the listeners' unfamiliarity with the topic of the listening material has a negative effect on their comprehension. Hence, the results confirmed that the lack of cultural knowledge hinder comprehension.

The experimental group students documented a worth mentioning advance over the four main listening comprehension levels: Literal, general, detailed, and interpretive/applied comprehension. Moreover, they showed more engagement with culture-based listening activities as they benefited from the cultural information attained from the listening materials. Presenting the students with listening excerpts counting different cultural topics like holidays; religion; political system; educational life; discourse forms; values; and so forth; will properly enhance their listening comprehension performance. The findings of this study were consistent with studies conducted by, O'Malley and Chamot (1989), Markham & Latham (1987), Sadighi and Zare (2002), Carson (2019); Rassoli and Ahangari (2019) whichever revealed that L2 listeners necessitate cultural background knowledge to appropriately interpret the spoken passages. Therefore, cultural knowledge integration is essential for understanding the listening text.

Lastly, it was worth mentioning that this study confirmed the significant impact of cultural schema theory on students' comprehension of oral texts. More precisely, EFL students have a different cultural schema, with the lack of cultural background knowledge (target culture) they will experience difficulties in comprehending culturally-oriented texts. Basically, they will misinterpret the oral message throughout the use of his/her native' cultural background knowledge that is different from the target culture's knowledge. Thus, teachers are required to integrate cultural knowledge within their oral comprehension and expression classes to minimize students' difficulties and promote their listening comprehension abilities. Besides, EFL teachers should allocate the students with cultural schema (target culture) to avoid misinterpretation, and reduce miscommunication as they are exposed or engaged in intercultural situations.

This study affirmed that students' listening comprehension performance has improved as they have acquired sufficient cultural knowledge during their oral comprehension and expression lessons that enabled them to appropriately perform better in the listening comprehension posttest. Based on the aforementioned conclusions; some suggested recommendations are required with regard to the benefits of integrating cultural knowledge in oral comprehension and expression classes to step up both students' and teachers' awareness about the necessity of developing students' cultural knowledge. These recommendations and future research suggestions are pointed out as follow:

- ❖ The EFL curriculum should offer more emphasis to teaching culture to develop students' cultural knowledge (target culture). The emphasized topics should be based mainly on the target culture's products, practices, and perspectives.
- ❖ The EFL teachers should use culturally-focused materials to develop students' culture-oriented schema which is significantly essential for comprehending English spoken texts. Additionally, listening comprehension lessons should support both teaching language features and target culture teaching.
- ❖ The EFL teachers should expose their students to culturally related sources to acquire knowledge, schemes, and culture-related vocabulary that are used in daily life conversations and situations.
- ❖ The EFL teachers should understand that since they are foreign language teachers; they are not only responsible for developing students' linguistic proficiency, they are also responsible for developing students' cultural competence. In this way, they need to integrate culture with the four language skills, listening comprehension, reading comprehension, speaking, and writing.
- ❖ The EFL teachers should encourage their students to listen extensively and intensively to culturally linked excerpts outside the classroom settings in a way to develop their abilities towards comprehending English natural speech.
- ❖ The EFL teachers should give more emphasis to teaching listening comprehension regarding time, themes, materials, activities, efforts, and objectives. Thus, to shift from the traditional teaching foreign language methods to the intercultural

approach by which the students are required to develop their cultural knowledge to adequately and appropriately comprehend native speakers' speech.

- ❖ This current research aimed only to promote second-year students' cultural knowledge with a focus on improving their comprehension of oral passages. Accordingly, this study may be repeated with participants of other undergraduate levels or extended to a large sample with expanded objectives.
- ❖ Further research is required to investigate the impact of using auditory authentic materials to promote the students' cultural knowledge and develop their listening comprehension abilities.

Moreover, the findings and conclusions of this thesis had both theoretical and statistical significance, it had also some constraints and limitations that should be labeled for future studies. Hence, the first limitation is correlated with the sample size which was a sample of the second-year EFL students at the English department, Khenchela University. As a result, it appears plausible to conclude that approval of the conclusions of such a study may necessitate a large-scale research initiative. Thus, expanding the sample size may strengthen the obtained results. Another limitation is related to the number of sessions; there were only 14 sessions as a result of the Covid 19 pandemic, we were unable to advocate for more time in the treatment phase. For future research, it would be beneficial to add more sessions that can establish more precise conclusions. Indeed, the integration of culture in foreign language classrooms is determined by the teaching/learning process aims and objectives. In our case, the aim of teaching EFL is nonetheless producing fluent English users that are able to comprehend and use the target language appropriately in different cultural contexts.

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Appendices

Appendix A

Teachers' Questionnaire

Dear teachers,

You are kindly invited to be a part of a study by answering a set of questions; this study aims to present and identify teachers' attitudes about integrating culture in EFL classes, besides to their perceptions towards the importance of cultural background knowledge in the process of teaching English as a Foreign Language. You as a teacher of EFL are directly involved. Your collaboration is necessary and helpful.

Thank you for your collaboration

Section One: Background Knowledge

1. What is the highest level of formal education you have completed?

.....

2. Including this year, for how many years have you been teaching EFL?

.....

3. in which university, do you work?

.....

Section two: Teachers' attitudes towards integrating culture in EFL classes

To what extent do you agree/disagree with the following statements? Would you please tick the number that reflects your answer? According to the following scale (1=Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree).

Teachers' attitudes towards integrating culture in EFL classes	1	2	3	4	5
1. Culture is everything socially learned and shared					
2. Culture and language are two inseparable entities.					
3. Culture and language are closely related					
4. Integrating culture in English as foreign language classrooms is important					
5. Integrating culture in EFL classrooms promotes English learning					
6. Integrating culture help the learners to develop their cultural background knowledge					

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7. Integrating culture should take more/less emphasis in foreign language classrooms					
8. Big C culture takes more emphasis than little c culture in the curriculum					
9. In foreign language classes, teaching culture is difficult					
10. In foreign language classes, teaching culture is enjoyable					
11. In foreign language classes, teaching culture is ignorant					
12. In foreign language teaching classes, teaching culture is useless					
13. In foreign language classes, teaching culture is inconvenient					
14. Integrating culture in foreign language classes opens the door for the students to know more about other's values, behaviors, and attitudes					
Section three Teachers' perceptions towards the importance of cultural background in EFL classes	1	2	3	4	5
15. The target culture influence the process of learning a foreign language					
16. Cultural background knowledge can be acquired in classrooms					
17. The lack of cultural background knowledge causes problems in learning a foreign language					
18. In foreign language classrooms, the learners should learn the target culture and their native culture					
19. In foreign language classrooms, learners should be aware of the differences and similarities between the learners' native culture and the target culture					
20. Cultural background knowledge plays a key role in developing learners' communicative competence					
21. Cultural background knowledge helps learners to develop intercultural communicative skills					
22. Cultural awareness help learners to preserve their cultural identity					
23. Cultural background knowledge helps the learners to appreciate others' way of thinking					
24. Cultural background knowledge allows the learners to recognize their cultural values, beliefs, and attitudes					
25. In a globalized world, intercultural competence is necessary					
26. Acquiring a cultural background knowledge is challenging					
27. The lack of cultural background knowledge causes problems in learning a foreign language					
28. The lack of cultural background knowledge has an impact on					

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learners' listening comprehension					
29. The lack of cultural background knowledge has an impact on learners' reading comprehension					
30. The lack of cultural background knowledge has an impact on learners' speaking					
31. The lack of cultural background knowledge has an impact on learners' writing					
32. The lack of cultural background knowledge causes misunderstanding problems which lead to miscommunication					

Appendix B

Students' Questionnaire

Students' Questionnaire

Dear students, as a part of my Ph.D. research thesis at Abess Laghrour, Khenchela University. The main concern of my thesis is to investigate the impact of cultural background knowledge on students listening comprehension; the following questionnaire will require approximately 5 -10 minutes to complete. I will appreciate it if you could provide the help. The data collected will remain confidential and used solely for academic purpose

Section One: Demographic Information

1. Gender Male

 Female

2. Age Old

3. Have you ever been to English speaking country?

Yes

No

4. If yes; where?.....

5. For How long?.....

6. Including this year, how many years have you been studying English?

.....

Section Two: Students' attitudes towards the impact of cultural background knowledge on their learning EFL process

A) Subsection: Students' attitudes towards the importance of teaching culture

Item 1: According to you (*culture is defined as*)

- e- Society products: geography, history, civilization, literature, and politics.
- f- Society practices and behaviors.
- g- Attitudes and perspectives
- h- All the above

Item 2: Do you think culture and language are two inseparable entities?

- a. Yes

b. No

Item 3: Do you think that integrating culture in EFL classes is important?

e- Yes, very important

f- Yes, important

g- Not important

h- I don' t know

Item 4: Do you think that integrating culture should take more emphasis in your EFL class?

a. Yes

b. No

Item 5: Justify

.....

.....

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.....

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.....

B) Subsection: Students attitudes towards the advantages of having cultural background knowledge on their EFL learning process

You are kindly required to rate the following statements from (1 to 5) strongly disagree to strongly agree.

N	The Statements	1	2	3	4	5
		%	%	%	%	%
	01. Integrating culture helps the learners to develop their cultural background knowledge.					
	02. Having cultural background knowledge make the EFL learning process easier					
	03. Having cultural background knowledge help me in developing learners' intercultural communicative competence					

04. Having cultural background knowledge help me in expanding my vocabulary knowledge such as idioms, and proverbs					
05. Having cultural background knowledge allows me to recognize their cultural values, beliefs, and attitudes.					
06. The lack of cultural background knowledge causes problems in learning foreign language skills.					

Section Three: Students attitudes towards the impact of cultural background knowledge on their English listening comprehension process

A) Subsection 01: Students’ attitudes towards English listening comprehension skills

N	Statements	1	2	3	4	5
		%	%	%	%	%
01	Listening comprehension is a difficult skill					
02	I listen to different natural English materials inside the classroom					
03	I listen to different natural English materials outside the classroom					
04	I prefer to listen to natural English listening materials					
05	I prefer to listen to simplified English listening materials					

B) Subsection Two: Students’ attitudes towards English listening comprehension difficulties

According to you, which one from the provided reasons do you think represents the relevant reason behind your listening comprehension difficulties? (Would you please rate from 1 to 5 for each statement. (1=least relevant, 2= less relevant, 3= average, 4 =relevant, 5 = most relevant).

I have difficulties in English listening comprehension due to	Rates/160
The lack of cultural background knowledge	
Limited vocabulary	
Unfamiliar accents	
Speech rate	

Recognizing sounds (pronunciation)	
Poor grammar	

C) Subsection Three: The students' attitudes towards listening difficulties

You are kindly required to rate the following statements from (1 to 5) strongly disagree to strongly agree.

The Statements	1	2	3	4	5
Psychological problems					
1. Before listening, if the topic is unfamiliar, I fear that I can't understand what I am going to hear.					
2. Before listening, if the topic is unfamiliar, I find it difficult to reduce my anxiety.					
3. When thinking about unfamiliar words, I neglect the next part of the listening test.					
4. If I couldn't achieve a full comprehension of the listening passage, I feel disappointed.					
Topic familiarity problems	1	2	3	4	5
1. While listening, If the topic is unfamiliar, I find it difficult to associate what I hear with what I already know.					
2. It is difficult to follow unfamiliar topics.					
Understanding Vocabulary problems	1	2	3	4	5
1. While listening, I can't understand the cultural connotations meaning of the heard words.					
2. I find it difficult to guess the meaning of unknown words by linking them to known words.					
3. When thinking about unfamiliar words, I neglect the next part of the listening test.					
4. I have listening problems when the material contains unfamiliar words, slang, and idioms expression.					
Content Interpretation Problems	1	2	3	4	5
1. While listening, I experience difficulty to identify the key ideas of the listening passage.					
2. I find it difficult to understand the intended meaning of the speaker					
3. I have difficulty checking my understanding of the text based on what I					

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already know about the topic					
4. When I have cultural background knowledge, is it easy to comprehend the listening material even though the language is complex and difficult					
5. When I don't have cultural background knowledge, is it very difficult to comprehend the listening material even though the language is simple and not complex.					

Item 16: Do you think the more you have cultural knowledge; the more your listening comprehension improves?

- a. Yes
- b. No

Item 17: Justify

.....

.....

.....

.....

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Appendix C

Consent Form

Abbess Laghrour University of Khenchela

Doctoral Thesis Experiment: The Impact of Cultural Background Knowledge on Students'
Listening Comprehension

Case Study: Second Year EFL Students of Khenchela University

Investigator' name: Ouchene Nour El Houda

Supervisor' name: Dr. Baghzou Sabrina

Dear Participant:

I am conducting an Experimental study on the effect of cultural background knowledge on students' listening comprehension as a part of my Ph.D. thesis. The purpose of this research study is to see whether implementing cultural knowledge with Oral comprehension and expression lectures will improve your comprehension of English spoken texts with a reference to your linguistic level.

Your participation is voluntary; the treatment sessions with the test sessions will be part of your regular pedagogical Oral Expression sessions. Furthermore; your ID information will not be used or exposed in any phase. Therefore; if you want to ask any questions or further information, feel free to contact me through this email address

ouchenenour06@gmail.com

If you agree to participate in this experiment; would you please sign your name on the consent form below? Your agreement is highly appreciated.

Consent Form

I,..... freely and voluntary consent to participate in this experiment, also I acknowledge that the investigator informs and explains to me that my ID information will be kept in reserve and not used or exposed in any form.

Signature of Student _____ Date _____

Appendix D

Cultural knowledge Self Assessment Survey

I know about

Statements	Not at all	Limited	Moderate	Enough	Well enough
The Cultural Products					
1. History and geography of the target culture					
2. Literature					
3. Religion					
4. politics and Educational System					
5. Food					
6. Economics					
7. Transportation					
8. Sports					
9. Cloths					
The Cultural Practices					
10. Traditional and holiday celebrations					
11. Shopping behaviors					
12. Table mannerism					
13. The use of forms of discourse (e.g., use of formal vs. informal forms of address)					
14. Meal times and Frequency					
15. Social distance					
16. Gestures, and non-verbal communication					
Cultural Perspectives					
17. Beliefs and values					
18. Politeness patterns					

Appendix E

Listening Comprehension Pre-test

Student Name:

Student Group:

Exercise One

Listen carefully to the recording, and then match words with their appropriate meaning

- | | |
|------------------|---|
| 1. Leftover | a) a festival when people have a boxing fight. |
| 2. Bargain | b) a thing to buy at a lower price much more than the usual |
| 3. Boxing day | c) the night after boxing day. |
| 4. Charity | d) the night before Christmas day. |
| 5. Christmas Eve | e) buying things at an expensive price. |
| | f) is gift-giving day |

Exercise Two: Listen Carefully. Then choose the correct answer

- Boxing day is**
 - Religious festival
 - Boxing Competition
 - Traditional festival
- Boxing day is celebrated on**
 - The day after charismas
 - The day before Christmas
 - Christmas eve
- In the old times, who received the boxes**
 - Servants
 - Players
 - House' owners
- In ancient times, boxing day aimed for**
 - Charity and donation
 - Shopping
 - Boxing fights
- Boxing day is well known for**
 - Extended family gathering
 - Family dinner
 - Playing games

Exercise Three: Put true or false to each of the following statements

1. The day before Boxing Day, people spend all day in their homes.
2. The day after Christmas Eve, people spend much of their time shopping.
3. On the day after Christmas; people eat chicken sandwiches.
4. The night before Christmas, much of people spend the night out in front of the stores
5. On boxing day, people watch boxing fishing and dog racing

Exercise Four

Answer the following questions:

1. How did "Boxing Day" start?
2. What do people do on Boxing Day?
3. Who originally display presents, and who received them?
4. Why Oxford Street, in London would be crowded on Boxing Day?
5. Why did shopkeepers call Boxing Day the biggest day of the year?

Appendix F
Lesson Plan Sample
Americans Celebrate Christmas with Many Traditions

Christmas, celebrated by most Christians on December 25, commemorates the birth of Jesus of Nazareth. Americans, like many of the world's peoples, have developed their own Christmas traditions and observances, and these have changed greatly over time.

Today, most Americans blend religious and secular customs with their family traditions, often incorporating food, decorations, and rituals from places they or their ancestors once called home. Roast turkey and ham are popular for Christmas dinner throughout the country, but depending on the region, so are tamales, roast goose with red cabbage, crawfish jambalaya, roast pork, or "seven fishes" seafood salad. In the Southwest, luminarias — lanterns made from brown paper bags weighted down with sand and illuminated by a lit candle — are displayed on Christmas Eve. Many Mexican Americans celebrate Las Posadas, a procession that re-enacts Mary and Joseph's search for a place to bed down in Bethlehem. Swedish Americans hold St. Lucia festivals, and in Puerto Rico, there are *parrandas*, where friends go from one house to the next singing traditional songs, "surprising" their friends, and waking them with their music.

Even though Christmas is for many Americans a religious occasion, the federal courts have upheld its status as a legal holiday. As one court reasoned, "by giving federal employees a paid vacation day on Christmas, the government is doing no more than recognizing the cultural significance of the holiday." To some extent, non-Christian holidays celebrated at roughly the same time of year as Christmas — most prominently the African-American Kwanzaa and the Jewish Hanukkah — also blend into a broader "holiday season."

DEVELOPMENT OF THE AMERICAN CHRISTMAS

The early New England Puritans frowned on boisterous Christmas celebrations. In 1659, the Massachusetts colonists briefly criminalized observance of the day, and Christmas remained a regular workday in much of New England and Pennsylvania. Other parts of British North America, however, celebrated with gusto, with costumed revelers going door to door and receiving small gifts of food and drink.

The modern, commercialized Christmas began to emerge in the 19th century with the new custom of purchasing gifts for young children. Seasonal “Christmas shopping” began to assume economic importance.

Other Christmas traditions similarly began during the 19th century. Santa Claus — derived from the Dutch Sinter Klaas and the German Saint Nicholas — assumed the persona of a jolly dispenser of gifts and pilot of a reindeer-drawn sleigh through such works as the 1823 poem “A Visit from Saint Nicholas.”

Germany is credited with starting the tradition of Christmas trees in the 16th century. According to legend, the Protestant reformer Martin Luther first added lighted candles to a tree to remind his children of the wonders of God’s creation. Christmas trees became popular in Britain and the United States in the 19th century. Today, many Americans purchase a fresh evergreen tree or a reusable aluminum and plastic model and decorate it with lights and ornaments. In some families, Christmas gifts appear under the tree on the morning of December 25, deposited there by family members — or, as small children believe, delivered by Santa Claus after he lands his reindeer and sleigh on the roof and comes down the chimney. Mass-produced Christmas cards began to appear in the last quarter of the 19th century. Today, these might depict religious scenes or convey secular, often humorous, messages. On the Internet, electronically transmitted “e-cards” are increasingly popular; nonetheless, Americans will mail some 16.6 billion Christmas cards, letters, and packages over the holidays.

CONTEMPORARY OBSERVANCES

With Christmas shopping vitally important to some retailers, Christmas has expanded into a “season” of its own. The day after Thanksgiving (the fourth Thursday in November) is now known as “Black Friday.” An important shopping day, it pushes some businesses into profitability, or “in the black,” and can account for a substantial proportion of annual profits. But this extended Christmas season is about far more than shopping. For many Americans, it is a period of general goodwill and an occasion for charitable and volunteer work. As for seasonal entertainment, there are countless productions of Tchaikovsky’s *Nutcracker* ballet, school holiday pageants, and carolers everywhere. On television, adults watch old favorites like *A Miracle on 34th Street* (1945) and *It’s a Wonderful Life* (1946), while children (and nostalgic parents) enjoy classic animated

programs such as *A Charlie Brown Christmas* (1965). Many radio stations adjust their formats to feature Christmas music. The holiday movie season is often called the “Oscar season” because so many hopeful contenders for the Academy Awards (or “Oscars”) are released in December.

Still, the holiday’s original religious meaning remains for many its most important element. Some congregations create manger scenes — dioramas of the stable where Jesus is believed to have been born, with figurines representing the infant Jesus and those present at his birth. Many churches hold Christmas Eve candlelight or midnight services. Some include a Mass of the Nativity or a dramatization of the birth of Jesus. As with so many aspects of U.S. cultural life, Christmas in the United States reflects the values of a free and diverse people

Christmas Colors

Green

Evergreen plants, like holly, Ivy, and Mistletoe have been used for thousands of years to decorate and brighten up buildings during the long dark winter. They also reminded people that spring would come and that winter wouldn't last forever!. The Romans would exchange evergreen branches during January as a sign of good luck. The ancient Egyptians used to bring palm branches into their houses during the mid-winter festivals. In many parts of Europe during the middle ages, Paradise plays were performed, often on Christmas Eve. They told Bible stories to people who couldn't read. The 'Paradise Tree' in the Garden of Eden in the play was normally a pine tree with red apples tied to it. Now the most common use of green at Christmas is Christmas Trees

Red

As mentioned above, the early use of red at Christmas was the apples on the paradise tree. They represented the fall of Adam in the plays. Red is also the color of Holly berries, which is said to represent the blood of Jesus when he died on the cross.

Gold

Gold is the color of the Sun and light - both very important in the dark winter. And both red and gold are the colors of fire that you need to keep you warm

White

White is often associated with purity and peace in western cultures. The snow of winter is also very white! White paper wafers were also sometimes used to decorate

The Impact of Cultural Background Knowledge on Students Listening Comprehension

paradise trees. The wafers represented the bread eaten during Christian Communion or Mass when Christians remember that Jesus died for them. White is used by most churches as the color of Christmas when the altar is covered with a white cloth (in the Russian Orthodox Church Gold is used for Christmas).

Adopted from:

- <https://uk.usembassy.gov/americans-celebrate-christmas-with-many-traditions/>
- <https://www.whychristmas.com/customs/colors-of-christmas.shtml>





Listening Comprehension Lesson Plan

Students Group	Class Length	Date	Nr of session
Experimental	90 minutes		02
Nr of the students	Class Level	Topic	Language Skills
21	Second-year	It's Christmas (That Time of Year)	Listening Comprehension

Learning objective	Personal goals
<p>*To develop students' ability to recognize the meaning of words.</p> <p>* To develop students' listening skills, such as listening for gist (skimming), and listening for details (scanning).</p> <p>*To develop students' prediction and inference skills.</p> <p>*To develop students listening' strategies.</p>	<ol style="list-style-type: none"> 1. Students will be familiar with the basic facts of Christmas. 2. Students will be more conscious of beliefs, values, and perceptions towards particular events. 3. Expand the students' vocabulary knowledge (idioms, phrasal verbs, colloquial expressions, etc) related to Christmas. 4. Compare the students' source culture with the target culture. 5. Students will build cultural knowledge related to Christmas. 6. To build a new cultural schema related to Christmas.

Materials	Resources
1. Listening Comprehension materials 2. Visual aids 3. Handouts 4. Worksheets for listening comprehension Tasks	Authentic Materials.

Cultural Content of the Lesson

Culture Products and Practices	Culture Perspectives
When do the Americans celebrate Christmas? How it is celebrated? What is Christmas dinner? Describe the popular food dishes prepared during Christmas What are the dishes prepared during Christmas Eve? What kinds of decorations are popular for Christmas?	Why do Americans celebrate Christmas? Why do Americans go to church on Christmas? Why celebrating Christmas is still an important event in the USA?

Lesson 'Content

Pre Listening Phase

Introduce the topic

The teacher shows the students a set of pictures (Christmas Decorations, Christmas Dinner Dishes), then asks them to guess the topic of the lesson. Cultural Island

Brainstorming

The teachers ask a question to activate students' background knowledge about the topic.

Discussion

The teacher asks the students to discuss these questions: what is Christmas? When it is celebrated?

Pre-teaching

Vocabulary Learning

Ten new words related to Christmas

The teacher asks the learner to match the words with their meaning

Candy Cane

Boughs of Evergreen

Humbly

Sleigh

That time of the year

Schema Building

Help the students to build a new cultural schema

While Listening Phase

The teacher asked the students to listen to the listening materials; then ask them to answer the comprehension questions.

The teacher asks the students to discuss their answers to check their understanding.

Discussion Activities

The teacher also divides the students into groups, asks them to summarize what they understood from the previous activities, and then asks each group to read aloud their summaries. The teacher open the discussion for the students, they were encouraged to ask any question to clarify.

The teacher asks the students if they have a similar popular holiday in their culture; then try to compare the learned behaviors and events that related to the American culture and their culture

American Culture	Algerian Culture

Listening Comprehension worksheet

Exercise01:

Listen Carefully. Then match the following words with their appropriate meaning

- | | |
|-----------------------|---|
| 1. Window display | a) going to the shops to buy Christmas presents |
| 2. Luxury goods | b) an arrangement of goods in a shop window |
| 3. Christmas shopping | c) expensive products but not essential for everyday life |
| 4. Tidings | d) type of glove that covers the hand but doesn't have a separate fingers |
| 5. Mittens | e) Christmas greetings |

Exercise02:

Listen carefully then answer the following Questions: multiple choices

Circle the correct answers.

1. What kind of things do Fortnum & Mason (the shop in the video) sell?
a. Discount goods b. luxury goods c. electrical goods
2. What's the theme of this year's Christmas window displays in Fortnum & Mason?
a. Trees and nature b. food and drink c. dancing and shows
3. How does Paul Symes, the designer of the window displays, feel just before the displays are revealed?
a. Very proud b. very excited c. very nervous
4. What are Fortnum & Mason's biggest-selling Christmas items?
a. Christmas hampers b. Christmas crackers c. Christmas trees
5. What's inside Christmas hampers?
a. toys b. flowers c. foods and drinks

Exercise03:

Listen carefully, and then answer the following questions

- 1) What is meant by (wait up for a chubby man to shimmy down your chimney)
- 2) Whose chubby man?
- 3) What is meant by (That time of the year?)
- 4) According to the oral text, name three Christmas traditions were mentioned

Appendix G

Listening Comprehension Posttest

Exercise One

- | | |
|-------------|---|
| 1. Pardon | a) Decorated in a fancy way forgive or excuse |
| 2. Parade | b) cook |
| 3. Harvest | c) ceremony |
| 4. Yams | d) sweet potatoes |
| 5. Deck-out | e) Forgive or excuse |
| | f) The process or period of gathering crops |
| | g) Cultivate |

Exercise Two Choose the correct answer

1. Which of the following is a Thanksgiving Tradition?

- a. The Macy's Parade
- b. Turkey Pardoning
- c. Superbowl

2. Who made Thanksgiving a national holiday

- a. President Andrew Johnson
- b. Abraham Lincoln
- c. James Buchanan

3. The speakers are

- a. American
- b. British
- c. Not mentioned

4. When people celebrate thanksgiving

- a. The third Wednesday of November
- b. On the last Day in November
- c. The fourth Thursday of November

5. Which food is not mentioned as being eaten at Thanksgiving?

- a. Turkey
- b. Yams
- c. Apple Pie

Exercise Three: Put True or False for each of the following statements

1. The speakers are taking Thanksgiving Quiz.
2. The speakers celebrate Thanksgiving.
3. The Christmas season starts in the UK on the 1st of November.
4. The Sears store is the sponsor of the holiday's most popular parade.
5. According to the speakers The Christmas season in America started after Thanksgiving.

Exercise Four: Answer the following questions

1. What is Thanksgiving?
2. Why are the Americans so adverse to celebrate Christmas before Thanksgiving?
3. What does he mean by "Christmas Mad"?
4. What is Turkey Pardoning?
5. What happens during the Pardoning?