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# The Impact Of English Culture in Communication

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## **Abstract**

This study is an attempt to shed light on the impact of English culture on communication because today there is significant attention in English culture besides English language. It is clear that the idea of culture has many definitions. It sometimes means the set of practices, codes, and values that refer to a certain national group. Language and culture is closely joined. Consequently, it is important and urgent to transfer learners of English language to English culture and English nations. So, many Iraqi learners of English face problems and are inefficient in English culture. Learners of English classrooms learn English language with little or no sense of the depth of cultural norms and patterns of people who speak the English language. Another problem is that English curriculum should introduce with list of significant cultural facts to be cognitively consumed.

## **1.Introduction**

Alcón and Pilar (2007:8-11)affirm that many scholars such as Scholars working in the Prague school of linguistics or inside Firthian-Hallidayan functional-systemic British Contextualism characterize and clarify language as primarily a social phenomenon, which is naturally and inextricably intertwined with culture. Therefore, language is embedded in culture such that the meaning of any linguistic item can only be correctly comprehended with reference to the cultural context enveloping it. Furthermore, members of a particular culture are constantly being influenced by their society's public and cultural representations. This influence is exerted most prominently through language used by members of the society in communication with other members of the same and different sociocultural groups. Language is then the principal instrument of a 'collective knowledge reservoir' to be passed on from generation to generation. And English language can also act as a medium of categorizing cultural experiences, thoughts, and behavior for its' speakers.

Brown(2000:182)affirms that many learners of English face problems and are inefficient in English culture .That is to say, learners

of English classrooms learn English language with little or no sense of the depth of cultural norms and patterns of people who speak the English language. Another problem is that English curriculum should introduce at least, with list of significant cultural facts to be cognitively consumed. Therefore, We can say that Iraqi learners are very often failed to comprehend a variety of culturally specific concepts. Those incompetent communicators have misconceptions and communication breakdowns of English culture. This shows that English culture is very important for communication and understanding English behavior.

The aims of this study are :

- 1- To show the effect of English culture on Iraqi learner's communicative knowledge.
- 2- To identify learners' ability in Tikrit central secondary school for boys , and Tikrit central secondary school for girls to communicate culturally with English people.
- 3- To identify and classify learners'(of two involved schools)common misinterpretations or mismatches that occur in English cultural communicative information.
- 4- To shed light on the significant of learners' perceptions ,cognition, knowledge, values, behaviors on the ways of organizing contextual and situational communication.
- 5- To find out to what extend Iraqi learners' attitude and behavior (of two involved schools) are reflected in their actual communicative responses at both recognition and production level.
- 6- To point out whether there are any significant differences between the performance of male and female students.

The hypotheses of this study are :

- 1- Iraqi learners have limited English cultural and situational communicative knowledge.
- 2- Iraqi learners are deficient and unfamiliar with English culture and have many difficulties in communicating.
- 3- Learners of English have an unacceptable level.
- 4- There are no significant differences between males' performance and female's performance in whole test.

## **2. Definition of English Culture**

Richards and Schmidt (2000:138) describe the idea of culture as the set of practices ,codes, and values that refer to a certain national group, In their study, they also show that there are distinctions between "High" Culture of literature and the arts, and small "c" culture of aspects and ethic, and beliefs of daily styles, Culture and Language

sometimes represent as form of 'Discourses', i.e. medium of talking, thinking, and behaving that reflect one's social identity. As discussed before, Alcón and Pilar (2007:8-9) characterize that the idea of culture seems to be the concern of many different disciplines such as philosophy, sociology, anthropology, literature and cultural studies. So, it is necessary to describe two basic analyses of culture viz 'the humanistic analysis of culture' and 'the anthropological analysis of culture'. As for the humanistic description of culture, it refers to the 'cultural heritage' as a model of refinement, an exclusive collection of a community's masterpieces in literature, fine arts, music..etc. It generally means the whole manner of life of a community or/ society

### **2.1. The significance of English Culture in EFL Pedagogy**

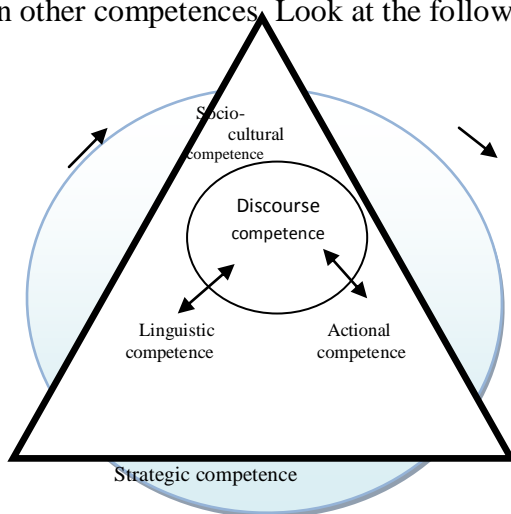
Byram and Grund(2000:72-4)explain that it is clear that English language ,the universal language, is considered a functional medium for cross-culture communication in international setting, in transport, tourism, conferences, for surfing the internet, for scientific research. Thus, many educationalists affirm that the command of English language is as fundamental a cultural technique as is reading and writing ,and that this to be achieved only to cultural, social, and economic elites. So, textbooks should include material which provides diverging opinions and discussions on English cultural stereotyping .Furthermore, some attitudes and behaviors should be developed as the feeling of empathy, the ability to change perspectives, to distinguish the reasons for misunderstanding ,and find ways to overcome them. Byram et al(2002:23)affirm that textbooks can be written in an intercultural and critical perspective or in a way that intends that the materials are culturally authoritative. But if there is a choice of textbook, one with this critical perspective is preferable.

### **2.3. Acquiring Cultural Competence**

Byram (1997:51)illuminates that cultural communicative competence includes improving the procedural knowledge '... of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction'. Besides, reading and practising competently this kind of procedural knowledge involves handling highly context-specific variables Cited in Sealey and Carter(2004:143).While Whong(2011:70)also clarifies the idea of communicative competence refers to mostly particular characteristics of learners' knowledge who are required to be communicatively competent in a speech community. This contains the social and cultural knowledge which are required to

comprehend and perform linguistic forms in context as well as cultural norms.

Celce-Murcia et al(1995: 27 cited in Fulcher and Davidson 2007:47-8)provide the model of communicative competence as is composed of five components: discourse competence remains as a central component which reunites cohesion and coherence, while actional competence appears as the knowledge required to comprehend 'communicative intent by performing and interpreting speech acts and speech act sets'. It is said to relate to the knowledge of speech acts needed to engage in interpersonal exchanges. Sociocultural competence includes the knowledge related to context that impacts upon what is said, and how it is said. Contextual factors also include participant and situational variables, while stylistic appropriateness relates to politeness conventions and stylistic variation by register and formality. While cultural factors include the usual dialect and cross-cultural communication, some background knowledge may be implied in this component, as it is said to contain social conventions and awareness of values, beliefs and living conditions. It is the appearance of actional competence as it separates the ability to understand speech acts from sociolinguistic competence. Consequently, sociolinguistic competence is re-labelled later, as sociocultural competence , 'to better distinguish it from actional competence'. Grammatical competence is also re-labelled as linguistic competence as it contains lexis and phonology as well as syntax and morphology. The meaning of strategic competence here is essentially as a set of skills for overcoming communication problems or deficiencies in other competences. Look at the following Figure(1):



Figure(1)The Celce-Murcia et al Model of communicative competence.

**2.4. The relationship between the individual, the language, the community, and the culture**

As we stated before, culture refers to something which is common to the experience of all human beings. Sealey and carter(2004:131-2) believe that human beings can be described as 'distinctive groups', and these cultural groups are distinguished by the practices who possess them. That's to say, people can be identified as members of 'culture A' because they come from one of the territories associated with 'A' people, and engage in particular practices. These practices are whatever people from territory 'A ' are held to do. I mean, all people of Culture 'A' must do these things, and anybody from Territory' A 'who does things differently becomes an anomaly. Practices of culture can be disparate elements such as customs, worldviews, language, kinship system[and]social organization. What is more, culture can be viewed as a community of shared meaning(s).Generally speaking, Chapman and Routledge(2009:110)explain that the thinking and thought are two terms used in a mental language 'mentalese' that is innate, different from all natural languages universal among all thinking beings, and physically identified by brain. The language of thought is an important concept in determining a cognitive and neurological explanation for language and consciousness. Thought and thinking are occurred in a mental language. As a matter of fact, we can say that English as a lingua franca from a formal perspective show that interlocutors use it as a language for communication not just as a language for identification. As a result, Coder(1973:69-71)asserts that there is an essential relation between a community possessing a distinctive culture and the nature of its language. Furthermore, there are relations between language, thought, and culture. In this respect, the psychologists deal with the relations between the formal system of language (the code)and the conceptual system, cognitive structure, of the individual. What is more, language can be seen as a symbolic system. As for the sociolinguists, they deal with the relation between the linguistic code and the culture of community. The following diagram shows that the psychologist is concerned with relation(A) and the sociolinguist with relation (B).The purpose of the familiar interest is how the association with individual conceptual system and society's cultural system is developed,( relation (C) ), and identified through the operation of language. Look at the following figure (3):

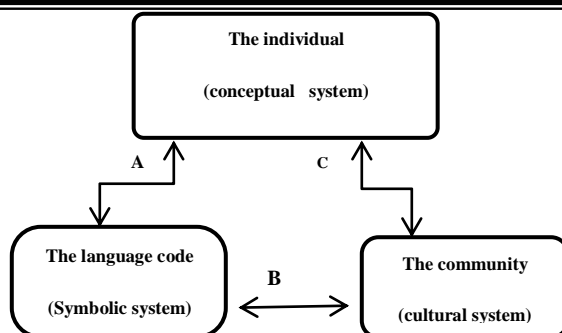


Figure (2) Relationship between the individual, the language and the community.

In fact, Doughty and Long(2005:6) say that " to become members of the new culture, states, and citizen, scholars, and laypersons alike recognize that learning a society's language is a key part of both acculturation and socialization."

### 3. Procedures

The researcher constructs a written diagnostic test in order to expose Iraqi learners of English difficulties, gaps, in their cultural knowledge, and skill deficiencies.

#### 3.1. Sample of the study

The sample of the test includes 50 Iraqi third intermediate male and female students, i.e. 25 (50%) students are taken from Tikrit central secondary school for boys, and 25 (50%) students are taken from Tikrit central secondary school for girls, from General Directorate of Salladdin during the academic year (2011-2012).

#### 3.2. Final Administration of the Test

Concerning final administration, the test has been administered to 50 Iraqi intermediate learners, Tikrit central secondary school for boys and Tikrit central secondary school for girls, on 7<sup>th</sup> of November 2012. The researcher explains some ideas on English culture, and the aims of the current study. So, Iraqi learners are also asked to write their accurate answers to each item. Then, the test sheets are handed to them.

### 4. Discussion of the result

Table(1)

**The Number of Learners' Correct, Incorrect responses, and Percentages of male and female students in recognizing the correct choice.**

The first question is designed to assess accurately the learners' competence to recognize and use the English cultural knowledge and cultural skills.

| Male student's responses   | No                            | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | Total |
|----------------------------|-------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
|                            | Number of correct responses   | 23  | 22  | 15  | 22  | 17  | 9   | 19  | 10  | 19  | 17  | 11  | 5   | 18  | 12  | 24  | 251   |
|                            | Percentage%                   | 92% | 88% | 60% | 88% | 68% | 36% | 76% | 72% | 30% | 68% | 44% | 20% | 72% | 48% | 96% | 70%   |
|                            | Number of incorrect responses | 2   | 3   | 10  | 3   | 8   | 16  | 6   | 7   | 6   | 8   | 14  | 20  | 7   | 13  | 1   | 124   |
|                            | Percentage%                   | 8%  | 12% | 40% | 12% | 32% | 64% | 24% | 28% | 24% | 32% | 56% | 80% | 28% | 52% | 4%  | 30%   |
| Female student's responses | No                            | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | Total |
|                            | Number of correct responses   | 20  | 17  | 22  | 23  | 5   | 3   | 16  | 7   | 4   | 14  | 2   | 7   | 5   | 6   | 15  | 166   |
|                            | Percentage%                   | 80% | 70% | 88% | 92% | 20% | 12% | 64% | 28% | 16% | 56% | 8%  | 28% | 20% | 24% | 60% | 44%   |
|                            | Number of incorrect responses | 5   | 8   | 3   | 2   | 20  | 22  | 9   | 18  | 21  | 11  | 23  | 18  | 20  | 19  | 10  | 209   |
|                            | Percentage%                   | 20% | 30% | 12% | 8%  | 80% | 88% | 36% | 72% | 84% | 44% | 92% | 72% | 80% | 76% | 40% | 56%   |

Table (1) shows that the total number of male students' incorrect responses is 124, which constitutes 30%. Whereas the total number of correct responses is 251 which forms 70%. While the total number of female students' incorrect responses is 209 which forms 56%, and the total number of correct responses is 166 which forms 44%. Therefore, the maximum percentage of incorrect responses for male students is in items 6, 11, 12, and 14, respectively. While the maximum percentage of incorrect responses for female students is in items 5, 6, 8, 9, 11, 12, and 13.

This indicates that male students perform better than female students in this area and these result from unawareness of the sociolinguistic dimensions of English language, there are no efficient cultural transmissions between English world and Arabic world, the effect of cultural differences, unfamiliar with different cultural outlooks and perspectives, lack of English cultural backgrounds, and geographical information. Byram and Grundy (2003:73) explain that EFL-teaching must enhance its cultural and geographical scope and include other English-speaking culture. Students are required to know a number of different cultural outlooks and perspectives. Besides, this area reveals that maximum percentage of correct responses of male students is in items 1, 2, 3, 4, 5, 7, 8, 9, 10, and 15. While the maximum percentage of correct responses of female students is in items 1, 2, 3, 4, 7, 10, and 15. This indicates that male and female students have acquired English cultural knowledge in previous stage and there is

positive cultural skill effects. They are much more knowledgeable about the aspect of English culture.

**Table(2)**

| School | Answer            | Mean  | Median | Tr.Mean | St.Dev. | SE..Mean | T.Test Value | D.F. | Level of Significance | Number of Students |
|--------|-------------------|-------|--------|---------|---------|----------|--------------|------|-----------------------|--------------------|
| Boys   | Correct Answers   | 16.73 | 18.00  | 17.08   | 5.46    | 1.41     | 4.25         | 28   | 0.05                  | 25                 |
|        | Incorrect Answers | 8.27  | 7.00   | 7.92    | 5.46    | 1.41     |              |      |                       |                    |
| Girls  | Correct Answers   | 11.07 | 7.00   | 10.85   | 7.34    | 1.90     | -1.07        | 28   | 0.05                  | 25                 |
|        | Incorrect Answers | 13.93 | 18.00  | 14.15   | 7.34    | 1.90     |              |      |                       |                    |

**The Mean, Standard Deviation, T-Test Value, and Degree of Freedom, and Level of Significance**

Table(2) reveals that *T*. test statistical significance test based on the difference between observed and expected results is used .So, *T*. test value for male student is 4.25 while *T*. test Value for female students is -1.07 at 0.05 level of significance. While the mean for male student of correct answer is 16.73 and the mean of the incorrect answers is 8.27. While the mean for male students correct answers is 11.07 and the mean of incorrect answers is 13.93. It is clear that there are no statistical significant differences between male and female students. Besides, it has a liner regression. See Appendix(3)

**Table(3)**

**An analysis Of Variance**

| Source | DF | SS     | MS    | F    |
|--------|----|--------|-------|------|
| Factor | 3  | 5.99.3 | 199.8 | 4.77 |
| Error  | 56 | 2343.7 | 41.9  |      |
| Total  | 59 | 2943.0 |       |      |

As for one way analysis of variance on question one, the researcher has used a method of testing for statistical significant differences between means where more than two samples are involved and he found pooled st.Dev is 6.469 and F. value of the differences of two group means is 4.77 ,and P value is  $\leq 0.01$ .

The second question is built to produce some English ideas, costumes, skills, and arts and check the way that Iraqi learners construct their discourse to perform their communicative goals.



**Table(4)**

**The Number of Learners' Correct, Incorrect responses, and Percentages of male and female students in producing English Cultural knowledge for communication.**

|                                   | No                              | 1                           | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | Total |
|-----------------------------------|---------------------------------|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
|                                   | <b>Male student's responses</b> | Number of correct responses | 4   | 11  | 5   | 7   | 4   | 6   | 3   | 11  | 5   | 3   | 9   | 5   | 3   | 3   | 5     |
| Percentage%                       |                                 | 16%                         | 44% | 2%  | 28% | 16% | 24% | 12% | 44% | 2%  | 12% | 36% | 2%  | 12% | 12% | 2%  | 22%   |
| Number of incorrect responses     |                                 | 21                          | 14  | 20  | 18  | 21  | 19  | 22  | 14  | 20  | 22  | 16  | 20  | 22  | 22  | 20  | 291   |
| Percentage%                       |                                 | 84%                         | 56% | 8%  | 72% | 84% | 76% | 88% | 56% | 8%  | 88% | 64% | 8%  | 88% | 88% | 8%  | 78%   |
|                                   |                                 |                             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |       |
| <b>Female student's responses</b> | Number of correct responses     | 3                           | 15  | 14  | 13  | 2   | 13  | 6   | 7   | 6   | 2   | 10  | 2   | 6   | 5   | 4   | 108   |
|                                   | Percentage%                     | 12%                         | 60% | 56% | 52% | 8%  | 52% | 24% | 28% | 24% | 8%  | 40% | 8%  | 24% | 20% | 16% | 29%   |
|                                   | Number of incorrect responses   | 22                          | 10  | 11  | 12  | 23  | 12  | 19  | 18  | 19  | 23  | 15  | 23  | 19  | 20  | 21  | 267   |
|                                   | Percentage%                     | 88%                         | 40% | 44% | 48% | 92% | 48% | 76% | 72% | 76% | 92% | 60% | 92% | 76% | 80% | 84% | 71%   |
|                                   |                                 |                             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |       |

Table (4) shows that the total number of male students' incorrect responses is 291 which constitutes 78% and the total number of female student's incorrect responses is 267 which forms 71%. While male's correct responses is 84 which forms 22% and the total number of female correct responses is 108 which forms 29%. The maximum percentage of male students incorrect responses is in items 1,3,4,5,6,7,9,10,12,13, 14, and 15, respectively. While the maximum percentage of incorrect responses of female students incorrect responses is in item 1,5,7,9,10,12,13,14, and 15, respectively. This affirms that Iraqi learners have limited English cultural communicative knowledge. They are deficient and unfamiliar with English culture and have many difficulties in communicating. Therefore, learners' (of two involved schools) have misinterpretations or mismatches that occur in English cultural communicative information. They lack perceptions, cognition, knowledge, values, behaviors on the ways of organizing

contextual and situational communication. Brown(2000:182)ensures that learners of English have problems and are inefficient in English culture .They learn English language with no sense of the depth of cultural norms and patterns of people who speak the English language.

**Table(5)**

**The Mean, Standard Deviation, T-Test Value, and Degree of Freedom, and Level of Significance.**

| School | Answer               | Mean  | Median | Tr.Mean | St.Dev. | SE.<br>.Mean | T.Test<br>Value | D.F. | Level of<br>Significance | Number<br>of<br>Students |
|--------|----------------------|-------|--------|---------|---------|--------------|-----------------|------|--------------------------|--------------------------|
| Boys   | Correct<br>Answers   | 5.60  | 5.000  | 5.385   | 2.746   | 0.709        | -13.76          | 28   | 0.05                     | 25                       |
|        | Incorrect<br>Answers | 19.40 | 20.000 | 19.615  | 2.746   | 0.709        |                 |      |                          |                          |
| Girls  | Correct<br>Answers   | 7.20  | 6.00   | 7.00    | 4.63    | 1.20         | -6.27           | 28   | 0.05                     | 25                       |
|        | Incorrect<br>Answers | 17.80 | 19.00  | 18.00   | 4.63    | 1.20         |                 |      |                          |                          |

T. test Value for male student is -13.76.While T. test Value for female student is -6.27 at  $\leq 0.05$  level of significance. While the mean of correct answers for male students is 5.60,and the mean of incorrect answers is 19.40.whereas the mean of correct answers for female students is 7.20,and the mean of incorrect answers is 17.80.And the Value of P is  $\leq 0.01$ .It generally indicates that there are no statistical significant differences between males' performance and female performance in this area. Furthermore, it has a liner regression.

**Table(6)**

**An analysis Of Variance**

| Source | DF | SS     | MS    | F     |
|--------|----|--------|-------|-------|
| Factor | 3  | 2271.0 | 757.0 | 52.21 |
| Error  | 56 | 812.0  | 14.5  |       |
| Total  | 59 | 3083.0 |       |       |

As for one way analysis of variance on question two, it is found pooled st.Dev is 3.808 and F. value of the differences of two group means is 52.21,and P value is  $\leq 0.01$ .

## 5. Conclusions

Throughout dealing with this study, we come up with the following conclusions:

- 1-Culture has many definitions from various scholars. In short, it can mean distinctive social groups who are associated with beliefs, political, ethnical, and a particular manner of communicating through language. Furthermore, it is an organization ,a form of things that learners of English have in mind.
- 2-English culture can be seen as a mirror of English language. That is to say, English culture has a deep impact on learning English

language. It is closely integrated with language to be taught in class. So, it is important and urgent for Iraqi learners to gain knowledge of English language as well as English culture.

- 3-English culture reflects it's society because there is a great deal link between the individual, the language, the community, and the culture. Language is a tool of mediation, relating the individual, and their social environment or mediates between the selves and the external world, allowing an individual to translate their thoughts into social action as well as mental activity.
- 4-In sum, male and female students have weak performance and unacceptable level according to the maximum percentage of their incorrect responses.
- 5- In analyzing the whole male and female student's responses, we found that the maximum percentage of males' students' incorrect responses is 55.33%. While maximum percentage of female students' incorrect responses is 63.46%. It is clear that learners of English have an unacceptable level.

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**Appendixes**

**Written Diagnostic Test**

Class:.....School:.....Age:..... Male /or Female:.....

**Appendix(1)**

**Q1/Choose the correct answer to complete the following:**

- 1-What do you say if you see an old woman at the first time?.....  
a-"How old are you?" c-"How much do you earn?" b-"Hello"
- 2-How do you respond if your friend says "would you like to have a cup of tea with me" .....  
a-Goodbye b-yes, with pleasure c-could you help me
- 3- What does a black cat bring ,if British people see it? .....  
a-good luck b-bad luck c-none
- 4-What is the oldest university in Britain?.....  
a-Cambridge b-Edinburgh c-Oxford
- 5-How many countries are there in the UK?.....  
a-eight b-eighteen c-four
- 6-How long are British university degree courses?.....  
a-Five years long b-three years long c- two years long
- 7- What are you doing(if you are a man) when you open the door for woman?.....  
a-shouting in frenzy way b- helping her take off and put on her coats c-coughing, sneezing, and putting your hand on your mouth.
- 8-Who built the tower of London?.....  
a-William the conqueror b-Abraham Lincoln c-Lennox Lewis
- 9-To Which period does William Shakespeare belong?.....  
a-Victorian era(1837-1982) b- the Elizabethan era(1558-1603)  
c-the French Revolution(1789)
- 10-What kind of food are for the following things: apple Pie with cream, and rice pudding?.....  
a-main course b-dessert c-drinks
- 11- To which geographical areas can you match the weather condition of tornado?  
a-central U.S.A b-Western coast of the U.S.A c-Australia
- 12-Who wrote "the time machine Story"(1895)?.....  
a-Eminem b-George wells c-Charles Dickens
- 13- Which the country has a blue and white flag?  
a-England b- Scotland c- and Wales
- 14- What is England's national day?  
a- St George's Day b-St Anderw's day c-St David's Day
- 15-What is the biggest city in Britain?  
a-Glasgow b- Liverpool c-London

**Appendix(2)**

**Q2/Answer the following questions:**

- 1-How do British and American people get their groceries today?
- 2-What is the national symbols of England?
- 3- Which words /or phrases do English people use to apologize?
- 4-Why do most English people throw some of salt over their left shoulder?
- 5-What is the name of the following things: Salami, cooked beef ham, fresh dips?
- 6- Which words or phrases do you use to ask for something?
- 7-What is "a gap year student"?
- 8-Which countries(Iraq /or UK) have January 'sales'?
- 9-What type of weather does U.S.A have?
- 10-Who is seen as marking the beginning of Romantic era in English ?
- 11-Which of the countries (England, Scotland, and Wales)has the largest Population?
- 12-What is car boot sales?
- 13-What are you doing when your boss/ or teacher enters the room?
- 14-What is the difference between England, Great Britain, and the UK?
- 15- Why does the British government gives loans to students?

## اثر الثقافة الانكليزية على التواصل

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### الخلاصة

تحاول هذه الدراسة إلى تسليط الضوء على اثر الثقافة الانكليزية في التواصل و التبادل بين متعلمي اللغة الانكليزية لغة أجنبية واثرت تلك الثقافة على تبادل المعرفة والمعلومة الثقافية الانكليزية مع الشعوب الانكليزية لان في وقتنا الحاضر هنالك اهتمام لأثر الثقافة الانكليزية إلى جانب اللغة الانكليزية في التواصل حيث عرف مصطلح الثقافة من قبل العديد من علماء اللغة على إنها : تشير إلى مجموعة اجتماعية متميزة ومختلفة بجوانب عقائدية وسياسية وأخلاقية. إضافة لذلك فهي الأسلوب والسلوك لتلك المجموعة وهي الفكرة والعادات والأفكار والآداب والأداة التي تميز ذلك المجتمع وهي سياق للسلوك الفكري والمعرفي وهي الشكل والصيغة التي يمتلكها عقل الإنسان وهي الوسيلة لتفسير ولأدراك تلك الصبغ. بما انه اللغة الانكليزية لغة أجنبية عالمية فهي لابد من أن تحتوي على ثقافة وعن طريق تلك الثقافة تستطيع تفسير تراكيب اللغوية وفهما بشكل صحيح. فضلا لما نكر فان قابلية الطلاب للغة الانكليزية تتم عن طريق تفعيل وانجاز غرض التبادل اللغوي من خلال تفسير المبادئ السلوكية والتقاليد لتلك الثقافة لذلك من الضروري تسليط الضوء على المشاكل التي تواجه الطلاب المتعلمين اللغة الانكليزية لغة أجنبية. حيث أن الكثير من الاختلافات الثقافية بين اللغة الإنكليزية والعربية تؤدي بعض الأحيان إلى بعض المشاكل وسؤ فهم وتعطيل التبادل اللغوي. تهدف هذه الدراسة إلى :

- 1- توضيح اثر الثقافة الانكليزية على التبادل المعرفي للطلاب العراقيين المتعلمين اللغة الانكليزية لغة أجنبية.
- 2- أيجاد قدرة الطلاب في المدرستين (مدرسة ثانوية تكريت المطورة للبنين ومدرسة ثانوية تكريت المركزية للمتميزات) على التبادل والتواصل مع الشعوب الانكليزية.
- 3- تحليل وتصنيف إجابات الطلاب المدرستين وإيجاد أسباب سؤ الفهم والمشاكل طلاب المتعلمين لغة انكليزية التي تقع أثناء التبادل الثقافي المعرفي .
- 4- تسليط الضوء على أهمية إدراك الطلاب للسلوك والتقاليد والقيم والمعرفة الانكليزية.
- 5- أيجاد لأي مستوى لمواقف وسلوك طلاب العراقيين (بالنسبة للمدرستين) يتم ظهورها في إجاباتهم الفعلية وعلى المستويين التمييز والإنتاج.
- 6- أيجاد فيما إذا كان هناك فرق دال بين أداء طلاب والطالبات اللغة الانكليزية.. وأثبتت النتائج ايضا أن طلاب المتوسطة وفي كلا المدرستين ذو مستوى ضعيف وغير مقبول طبقا لنسب العالية للإجابات الخاطئة.

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