The Effect of Culturally-Based Conversations on Developing Speaking Skill among Peruvian Upper-Intermediate EFL Learners

Isabel Menacho-Vargas[1a], Ulises Córdova Garcia[2b], Milagritos Leonor Rodríguez Rojas[3b], Emma Margarita Wong-Fajardo[4c], Miguel A. Saavedra-López[5d]

Abstract

This empirical research intended to seek the effects of culturally-based conversations on developing speaking skill among Peruvian upper-intermediate EFL students. To reach this purpose, the OQPT was administered to 158 EFL students to gauge their general proficiency in the English language. After that, the researchers chose 100 upper-intermediate students and made them two groups; culture group (n=50) and conventional group (n=50). Then, the researchers gave a speaking pre-test to the mentioned groups. After pre-testing, the culture group received the instruction through culturally-based conversations, i.e., conversations that were related to American and English cultures. The conventional group was instructed traditionally, i.e., they did not receive any specific culturally-based conversations. This procedure continued till the last session. Finally, the researchers gave a speaking post-test to the subjects of both groups. The analysis of the data revealed that the culture group outflanked the conventional group after the treatment. Eventually, the benefits of the cultural materials for teachers and students were described.

[1] Associate Professor, Email: ir.education20@yahoo.com (Corresponding Author)
   Tel: +51-1-2545302
[2] Associate Professor, Email: ucordovag@ucvvirtual.edu.pe
[3] PhD Candidate, Email: mrodriguezr@ucvvirtual.edu
[4] Assistant Professor, Email: ewong@usat.edu.pe
[5] Assistant Professor, Email: saavedralopezmiguel@gmail.com
[a] San Juan Bautista Private University, Peru
[b] Cesar Vallejo University, Peru
[c] Universidad Católica Santo Toribio de Mogrovejo, Peru
[d] Universidad Continental, Peru

1. Introduction

Learning the English language without learning its culture seems infeasible. Culture refers to the properties and knowledge of a specific group, determined by their language, religious issues, cooking, social customs, musical history, and arts (Mohammed, 2020). Culture is referred to as the model of human activity and the symbols which make this activity important. According to Sung and Chen (2009), the art, literature, costumes, customs, and traditions of a community are expressed by culture. Based on Derakhshan et al. (2015), culture can be defined as "a social heredity transferred from one generation to the next generation with the accumulation of individual experiences, or a mode of activities distinguishing individuals of one community from another community" (p. 522).

Culture has an important part in enhancing the competence of communication of pupils. Culture and language competence are intricately interrelated (Rodriques, 2000). Communication skills in the language require knowledge to see, explain, and act appropriately according to the culture linked to the language (Khoshsaligheh, Ameri, Shokoohmand, & Mehdizadkhani, 2020; Omaggio & Hadley, 1986). Therefore, culture must be fully focused on language education for maximum communication among students (Hendon, 1980). According to Nguyen (2017), familiarity with the target culture allows students to learn English better. Based on Nguyen (2017), students who have acquired knowledge of a particular culture can develop a more positive attitude about that culture, which helps them learn that language more successfully.

In addition, learning about the target culture can aid pupils in satisfying their communicative aims. Canale and Swain (1980) assert that if the primary purpose of CLT is to supply pupils with real communications in real circumstances with English speakers, it is vital to teach them about the target culture and help them understand the way to achieve their communication aims. Brown (2001) noted that students who have exposures to language-related cultures are more likely to participate in the use of practical features of the language for meaningful purposes.

Familiarity with the target culture can assist EFL/ESL learners in fostering their English learning because "culture is the core of language" (Dabou et al., 2021, p. 253). Genc and Bada (2005) assert that integrating culture teaching into language instruction has a significant and motivating role in language learners and the language learning process. Similarly, Chastain (1988) holds that culture instruction has a crucial role in language learning in EFL contexts. It is a clear fact that language instruction and culture are inseparable, and learners need social and cultural awareness during international communications.

Familiarity with English culture can also help EFL learners to develop their speaking skills. The past four decades have observed a significant improvement of speaking ability in language learning (Derakhshan et al., 2015). The skill of speaking is a complicated skill, and students can learn this skill better in pairs and in groups (CelceMurica 2001). Speaking is the main skill that ought to be practiced and mastered by EFL learners (Shohib, 2011). Speaking skill is considered as a yardstick of realizing a language and the basic skill the students are able to master and learn; since they assess their success in language learning based on their oral performance (Burkart, 1998). It seems problematic for EFL learners to speak a language since useful verbal interaction needs the capability to apply the language correctly in public communications.

Regarding the importance of speaking as one of the main language skills, this study planned to examine the ramifications of culturally-based conversations on enhancing the speaking skill of Peruvian upper-intermediate EFL learners.

2. Theoretical Framework

Culture as a social construct is related to the use of language and communication that people experience in a specific environment. They want to learn one or more languages to meet their academic and professional career communication needs (Derakhshan et al., 2015; R'boul, 2021). To grasp a second language or a foreign language, we must learn the linguistic form and become accustomed to the cultural issues of the target language so as to interpret intercultural communication.

Widdowson (2005) criticized general EFL texts for providing cultural information that is not specific and genuine to EFL learners. He encouraged instructors to use the cultures that already exist in the classroom, along with more authentic, relevant material that is interesting to students. Most instructors do not learn this way and rely heavily on textbooks for content, inspiration, and perspective. As a result, it is very difficult to break the cycle and write a document with a broader purpose and cultural content.

The materials in the textbook should activate the schema of the students so that they can link new information to the previous information. Integrating culturally-based materials into the students' English textbooks can activate their schemata as Ketchum (2006) noted that the incorporation of L1 cultural subjects into EFL instructional syllabuses is a facilitating way in successful language learning. Schema activation supports oral performance processing (Hayati, 2009). Sadighi and Zare (2002) activated the participants' schema in their study and concluded that the schema-activated group was superior to the non-schema-activated group before the listening comprehension test.

Schema can assist us in organizing our knowledge of the world and understand new information. Based on Al-Issa (2006) and Brown (2001), a schema is our previous background, knowledge, desires, incidents, assumptions, intentions, punishments, and the like that students bring to texts or printed pages. In general, schema or schemata have three basic sorts: cultural, content, and formal which are closely related to language learning. "Cultural schema" is the cultural background knowledge that is important to understand the texts and the intentions of its authors (Karimi & Nafissi, 2017). This includes the kind of knowledge that is gained by being part of a particular group or society, including beliefs, values, attitudes, habits, and behaviors owned by a particular society (Ketchum, 2006). This composition gives succor to the readers reconstruct the writers' texts by anticipating in advance how the text will progress (Tavakoli et al., 2013). Cultural schema can help EFL learners develop their speaking skill. If teachers get students familiar with different English cultural topics, students can speak about those topics more fluently. Speaking English does not mean just knowing English vocabulary and grammar but also knowing English cultural issues. Students encounter some problems in presenting their ideas in speaking class; one of their problems is made by their language proficiency and background knowledge. To have a good capability in speaking English, students should have the schemata to convey what they talk about. Of course, the schemata that students get are also from their educational background (Umaira, 2020).

Some experimental studies were conducted to specify the ramifications of the cultural familiarity on learning the English language (e.g., Al-khresheh, 2020; Hayati, 2009; Karimi & Nafissi, 2017; Mahmoudi, 2017; Namaziandost et al., 2019; Rasooli & Ahangari, 2019). All of them proved the positive effects of having cultural familiarity on learning the English language. Yousef and Karimi (2014) scrutinized the relationship between Iranian EFL learners' cultural background knowledge and their reading skill. To do this study, the researchers selected 45 Iranian language students. The students were selected based on the purposive sampling method from three different cities. Their majors were English teaching and English translation. The respondents of this study were trained in three diverse reading comprehension sub-tests; a reading sub-test encompassing cultural subjects familiar to the students and two reading sub-tests containing unknown cultural subjects to the students. The findings demonstrated that all the participants who were trained by familiar cultural subjects outperformed those who were trained by reading exams with unfamiliar subjects. Shirzadi (2015) studied the effects of cultural background knowledge on developing the reading comprehension of Iranian learners. To reach this purpose, the researcher selected 50 25 boys and 25 girls as the sample of this research. Both genders were at the intermediate level. After selection, they were required to take a pre-test of reading. The researcher employed four reading comprehension texts as the tools of the study, two of the texts were according to the familiar cultural contents, and two texts were based on unknown cultural contents. There were four comprehension questions at the end of each text which the students were asked to answer. The findings of the data analysis indicated that the students performed remarkably better in familiar cultural passages.

The findings indicated that no significant difference was observed between males and females in the use of cultural schemas and text familiarity.

After examining the literature review in the area of cultural familiarity, we came to the conclusion that students can understand and learn the English language better when they are provided with sufficient cultural background knowledge. The results of the previous studies indicated that activating students' cultural schema would help them develop their reading and listening skills. Most studies reported above examined the effects of cultural background knowledge, cultural schema, and cultural familiarity on developing EFL learners' reading and listening skills. In fact, studies on the effects of familiarity with cultural issues on ameliorating EFL learners' speaking capability are seriously rare. Hence, the present research endeavored to examine the effects of culturally-based conversations on advancing Peruvian EFL pupils' speaking skill. Having this objective in mind, we attempted to respond to the question raised below:

RQ. Do culturally-based conversations bear a significant effect on developing speaking skill among Peruvian EFL students?

3. Methodology

3.1. Participants

To provide sufficient data to answer the question of this study, the Oxford Quick Placement Test (OQPT) was distributed to 158 EFL Peruvian pupils. Then, based on their performance, 100 of them were selected as the study's target participants. They were all male students, and their proficiency level was upper-intermediate. The participants have been studying English as a foreign language for at least five years. Their official and national language was Spanish. The ages of the participants were between 17 to 25. The researchers randomly made the participants two groups; culture and conventional. Each group consisted of 50 members.

3.2. Instruments

The main tool employed in the current study to assess the homogeneity of the subjects was the OQPT. It was used to help the researchers understand the level of the participants.

According to this test, students who scored between 30 and 47 points (out of 60) were viewed as the upper-intermediate pupils and were chosen as the subjects in this investigation.

A researcher-made speaking pre-test was utilized in this study as the second means for accumulating the data. Some questions related to the topics of the participants' textbook were included in the speaking pre-test. The participants were required to speak about each subject for about 2-3 minutes and the researcher recorded their voices for the analysis by a second-rater. To guarantee the validity of the pre-test, first, the topics were chosen from those topics taught in the participants' coursebook. Second, the topics were given to a panel of English instructors to confirm their suitability for the target respondents. Moreover, the researchers calculated the reliability of the pre-test through Pearson correlation analysis ($r = .80$).

The third instrument applied in this research study was the speaking post-test, topics of which were selected from the students' textbook. Similar to the pre-test, the reliability of the post-test was computed via Pearson correlation analysis ($r = .80$), and its validity was verified by some English experts.

3.3. Procedure

To do the current investigation, the researchers chose 100 upper-intermediate students and assigned them randomly to two groups; culture group ($n=50$) and conventional ($n=50$). After that, the participants of this research were pre-tested on speaking ability. Subsequently, the experimental group received the treatment by using culturally-based conversations. Ten conversations from an international/global textbook were selected and taught to the experimental group. In each session, one conversation was instructed. Prior to teaching the conversations, the pupils were supplied with some English cultural background knowledge to get them familiar with the topics of the conversations.

On the other hand, ten conversations from a locally produced textbook were chosen and trained to the control group. The conversations were instructed to this group without providing any information about English culture. The

same as the culture group, one conversation was instructed to the conventional group in each session. After teaching all conversations, the researchers administered a speaking post-test to both classes of the respondents.

Gathering all data using the above tools, we confirmed the normality of the initial distribution by Kolmogorov Smirnov (KS) test. Second, we provided descriptive statistics, including mean and standard deviation. Third,

we used inferential statistics encompassing independent samples t-test, paired-samples t-tests, and one-way ANCOVA to analyze the data.

4. Results

After gathering the needed data, they were analyzed to get the final results. The details of the outcomes are displayed in the tables below.

Table 1
One-Sample Kolmogorov-Smirnov Test (Groups' Pre and Post-tests)

	KS test		
	Statistic	Df	Sig.
Culture PRE	.25	50	.09
Culture POST	.25	50	.21
Conventional PRE	.26	50	.08
Conventional POST	.20	50	.12

As displayed above, the distribution of the scores is normal in the pre-test and the post-test; therefore, parametric statistics were run to

assess the influences of the culturally-based conversations on the pupils' speaking development.

Table 2
Averages of Both Groups on the Pre-test of Speaking

	N	Mean	Std. Deviation	Std. Error Mean
Culture	50	14.44	2.86	.40
Conventional	50	14.82	2.76	.39

As indicated in Table 2, the culture group's average is 14.44, and the conventional group's

average is 14.82. It seems that both groups got almost equal scores on the speaking pre-test.

Table 3
Inferential Statistics of Both Groups on the Pre-test of Speaking

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Pretest	Equal variances assumed	.04	.82	-.67	98	.50	-.38	.56		-1.49	.73
	Equal variances not assumed			-.67	97.88	.50	-.38	.56		-1.49	.73

Since the findings show that $p > .05$, there is not a significant difference between the speaking pre-tests of the culture group and the

conventional group; indeed, both groups performed equally on the pre-test.

Table 4
Average of Participants on the Post-test of Speaking

Groups	Mean	Std. Deviation	N
Culture	18.30	1.60	50
Conventional	15.44	3.32	50
Total	16.87	2.96	100

Table 4 shows that the means of the cultural participants and the conventional participants are 18.30 and 15.44, respectively. Seemingly, the culture group outflanked the control group on the speaking post-test. This claim can be accepted or rejected by running a one-way ANCOVA test in the following table.

Table 5
Inferential Statistics of the Participants on the Post-test of Speaking

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	540.72[a]	2	270.36	79.32	.00	.62
Intercept	184.30	1	184.30	54.07	.00	.35
Pretest	336.23	1	336.23	98.65	.00	.50
Groups	240.66	1	240.66	70.61	.00	.42
Error	330.58	97	3.40			
Total	29331.00	100				
Corrected Total	871.31	99				
a. R Squared = .621 (Adjusted R Squared = .613)						

Based on the above results, the *p < .05* implies that the groups' performances are different on the speaking post-test. We can conclude that the cultural participants outflanked the conventional participants on the speaking post-test due to the instruction they had received.

Table 6
Average of Both Groups on the Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Paired Samples Statistics					
Pair 1	Culture POST	18.30	50	1.60	.22
	Culture PRE	14.44	50	2.86	.40
Pair 2	Conventional POST	15.44	50	3.32	.46
	Conventional PRE	14.82	50	2.76	.39

Based on Table 6, the average of the cultural participants before and after the treatment are 14.44 and 18.30, respectively. The average of the conventional participants before and after the treatment are 14.82 and 15.44, respectively.

Table 7
Inferential Statistics of the Participants Before and After the Treatment

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Culture	3.86	1.79	.25	3.34	4.37	15.19	49	.00
Pair 2	Conventional	.62	2.32	.32	-.03	1.27	1.89	49	.06

Based on the above table, the Sig of the culture group is .00, so we can say that they improved on their post-test. On the other hand, the Sig of the conventional group is .06; hence, we can conclude that this group did not have an improvement on their post-test. In short, it can be claimed that the culturally-based conversations could help the culture group to gain better scores on their speaking post-test.

5. Discussion

After conducting the data analysis and obtaining the final results, the researchers discovered that the culture group who was trained based on culturally-based instruction outflanked the control group. Based on the results, the culture group got higher scores after the treatment. Here, we can claim that increasing the students' awareness about English culture can be the reason why the culture group outflanked the conventional group after the instruction. Saniei (2012) stated that cultural awareness could enhance the ability of the students to apply language correctly and effectively in different cultural situations. Tomlinson and Masuhara (2004) noted that increasing the students' cultural information in language courses can facilitate language acquisition.

Incorporating culturally-based conversations into the experimental group's course could develop their speaking skill successfully. Redaoui and Turqui (2016) asserted that integrating cultural-based materials within the FEL teaching curriculum is of great importance for pupils so as to improve their English achievement. The findings obtained in the current study agree with Namaziandost et al. (2019) who scrutinized the ramifications of the cultural materials on the listening capability of EFL students and found out that the cultural materials enhanced the listening ability of the respondents.

Schemata activation is the other reason that the culture group had better performance after the treatment. In this study, the students could enhance their speaking skill through cultural schemata activation. Bilokcuoglu (2014) held that a successful activation of background knowledge could result in successful language learning. The connections of novel information to the previous information in the schemata can help students learn the English language more successfully (Mai et al., 2014).

The results of the current investigation are consistent with the results of Rasooli and Ahangari (2019), who inspected the influences of cultural familiarity on enhancing the listening comprehension of Iranian EFL learners. They came to the conclusion that cultural familiarity had a remarkable impact on the Iranian learners' listening comprehension. Similarly, the findings of this research are supported by Karimi and Nafissi (2017), who discovered that being familiar with the target language culture facilitated the reading skill of EFL learners remarkably. Besides, the outcomes of the present research are compatible with the findings of Hayati's (2009) study, which indicated that learners' cultural knowledge is the foundation for language learning.

The current study scrutinized the influences of culturally-based conversations on developing the Peruvian EFL learners' speaking skill. The outcomes demonstrated that culturally-based conversations could develop students' speaking skill. By providing cultural information orally, we can help learners to understand and speak English more successfully. Therefore, it can be concluded that providing previous culturally-based information can assist learners in learning English more easily. Regarding the effectiveness and importance of cultural

familiarity, educational materials ought to incorporate cultural issues, and instructors play a main part in supplying several cultural issues that are absent in the coursebooks. Teachers are able to supply their favorite materials to make up what they suppose is missing in the coursebooks. In addition, we should bear in mind that language and culture are not separable as Brown (2007) mentioned, "a language is a segment of a culture and a culture is a segment of a language" (p. 177); both concepts are very related, so the two are inseparable without missing the importance of both concepts.

The outcomes of this investigation can serve several benefits for instructors and students. This study can persuade EFL/ESL English teachers to familiarize their students with the target culture. Teachers are required to provide sufficient cultural background knowledge for the students before they start teaching each lesson. Teachers should try to cover cultural topics not seen in textbooks to help their students improve their cultural awareness and knowledge. Cakir (2006) pointed out that before starting teaching activities, teachers must play an important role in breaking down cultural barriers. Second and foreign language instructors need to recognize the basic cultural items and contents in all aspects of the language that they teach.

Furthermore, the findings of this study can encourage EFL students not only to boost their linguistic competence but also to enhance their cultural competence. Integration of cultural issues in language teaching can be beneficial for the students. It can familiarize the students with the target culture, and this familiarity can result in successful language learning. Students can speak a second or a foreign language successfully just if cultural issues are an innate part of the curriculum (Stephens, 2001). The results of this study can also make the Peruvian material developers cognizant of the significance of cultural materials. The findings can encourage them to integrate culturally-based English topics into their English textbooks. Material developers should carefully organize and incorporate the cultural activities and objectives into the lesson plans and syllabuses to enhance and enrich the teaching contents.

This research has some drawbacks or limitations, such as the small sample size (only 100 participants could participate in this research), which can reduce the power of the study. This study was carried out on the male learners, and the female learners were not involved. This research was restricted to the Peruvian EFL students; much care should be taken to generalize the findings to other contexts. In addition, the current study was carried out on the Peruvian upper-intermediate EFL students; thus, its outcomes cannot be generalized to all language students at various levels in different educational situations. The other limitation refers to the type of data; only quantitative data were gathered in this study. The researchers could not collect qualitative data to strengthen the validity and the generalizability of the results.

Based on the limitations mentioned above, some suggestions are offered here. The first suggestion for future research is to involve more respondents to obtain richer findings. The second suggestion for the upcoming investigations is to examine the effectiveness of cultural familiarity and cultural background knowledge on other language proficiency levels- elementary, intermediate, and advanced. The other recommendation for future studies with a similar topic is to take gender into account, implying that both female and male learners are offered to be included. The fourth recommendation is that upcoming studies scrutinize the effects of culturally-based materials on other skills and sub-skills. The fifth recommendation for future studies with a similar topic is to employ interviews, questionnaires, and other instruments to collect qualitative data in order to increase the reliability and validity of their data.

References

Ali, S., Kazemian, B., & Mahar, I. H. (2015). The importance of culture in second and foreign language learning. *Dinamika Ilmu*, *15*(1), 1-13.

Al-Issa, A. (2006). Schema theory and L2 reading comprehension: Implications for teaching. *Journal of College Teaching and Learning, 3*(7), 41-47.

Al-Khresheh, M. H. (2020). The impact of cultural background on listening comprehension of Saudi EFL students.

Arab World English Journal (AWEJ), 11(3), 349-371.

Bilokcuoglu, H. (2014). A schematic approach to teaching listening comprehension. *ELU Journal of Sciences, 2*, 33-48.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). New York: Longman.

Burkart, J. S. (1998). Spoken language: What it is and how to teach it. In J. S. Burkart & G. Stovall (Eds.), *Modules for the professional preparation of teaching assistants in foreign languages* (pp. 1-33). Washington, DC: Center for Applied Linguistics.

Cakir, I. (2006). Developing cultural awareness in foreign language teaching. *TOJDE, 7*(3), 154-161.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*(1), 1-47.

Celce-Murica, M. (2001). *Teaching English as a second language or foreign language* (2nd ed.). New York: Newbury House.

Chastain, K. (1988). *Developing second language skills: Theory to practice*. San Diego: Harcourt Brace Jovanovich.

Dabou, S., Hammoudi, A., & Chibani, R. (2021). Teachers' and students' attitudes towards the integration of the target culture in the English as a foreign language class: A case study. *International Journal of Linguistics, Literature and Translation, 4*(4), 253-266.

Derakhshan, A., Tahery, F., & Mirarab, N. (2015). Helping adult and young learners to communicate in speaking classes with confidence. *Mediterranean Journal of Social Science, 6*(2), 520-525.

Genc, B., & Bada, E. (2005). Culture in language learning and teaching. *The Reading Matrix, 5*(1), 73-84.

Hayati, A. M. (2009). The impact of cultural knowledge on listening comprehension of EFL learners. *English Language Teaching*, *2*(3), 144-152.

Hendon, U. S. (1980). Introducing culture in the high school foreign language class. *Foreign Language Annals, 13*(3), 191-199.

Karimi, F., & Nafissi, Z. (2017). Effects of different culturally-based materials on EFL learners' reading anxiety, reading self-efficacy, and reading proficiency in project-based classes. *Issues in Language Teaching (ILT), 6*(1), 83-115.

Ketchum, E. M. (2006). The cultural baggage of second language reading: An approach to understanding. *Foreign Language Annals, 39*, 24-42.

Khoshsaligheh, M., Ameri, S., Shokoohmand, F., & Mehdizadkhani, M. (2020). Subtitling in the Iranian mediascape: Towards a culture-specific typology. *International Journal of Society, Culture & Language*, *8*(2), 55-74.

Mahmoudi, S. (2017). Investigating the effect of cultural schemata activation on EFL learners' listening comprehension. *English Language, Literature & Culture*, *2*(6), 99-104.

Mai, L. H, Ngoc, L. T. B, & Thao, V. T. (2014). Enhancing listening performance through schema construction activities. *Journal of Language Teaching and Research*, *5*(5), 1042–1051.

Mohammed, A. (2020). The impact of culture on English language learning. *International Journal on Studies in English Language and Literature (IJSELL), 8*(1), 21-27.

Namaziandost, E., Sabzevari, A., & Hashemifardnia, A. (2018). The effect of cultural materials on listening comprehension among Iranian upper-intermediate EFL learners: In reference to gender. *Cogent Education, 5,* 1-17.

Nguyen, L. T. (2017). *Integrating culture into Vietnamese university EFL teaching: A critical ethnographic study* (Unpublished doctoral dissertation). Auckland University of Technology, Auckland.

Omaggio, A. C., & Hadley, A. O. (1986). *Teaching language in context: Proficiency-oriented instruction*. Boston: Heinle & Heinle.

Rasooli, M., & Ahangari, S. (2019). The effect of cultural familiarity on improving Iranian EFL learners' listening skill. *Journal of Applied Linguistics and Language Research, 6*(3), 11-23.

R'boul, H. (2021). Intercultural communication dialectics in English language teaching. *International Journal of Society, Culture & Language*, *9*(1), 30-42.

Redaoui, K., & Turqui, B. D. (2016). The influence of cultural awareness on EFL learners' oral performance. The case of second-year LMD students of English at Biskra University. *Cognitive Science, 29*(4), 559-586.

Rodriques, M. V. (2000). *Perspectives of communication and communicative competence*. New Delhi: Concept.

Sadighi, F., & Zare, S. (2002). Is listening comprehension influenced by the background knowledge of the learners? A case study of Iranian EFL learners. *The Linguistics Journal, 1*(3), 110–126.

Saniei, A. (2012). *Developing cultural awareness in language instructional materials. Psychological Science in the Public Interest, 14*(1), 4–58.

Shirzadi, D. (2015). The effects of cultural knowledge on Iranian EFL students' reading comprehension across male and female learners. *Journal of Languages and Culture, 6*(4), 24-29.

Shohib, B. (2011). *How to teach speaking skill*. Retrieved blogspot.com/2020/01/how-to-teach-speaking-skill.html.

Stephens, J. L. (2001). Teaching culture and improving language skills through a cinematic lens: A course on Spanish film in the undergraduate Spanish curriculum. *ADFL Bulletin, 33*(1), 22-25.

Sung, D., & Chen, P. (2009). Incorporating English-language cultures into English learning: Viewpoints from university English faculty in Taiwan. *International Journal of Learning 16*(3), 301-314.

Tavakoli, M., Shirinbakhsh, S., & Rezazadeh, M. (2013). Effect of cultural adaptation on EFL reading comprehension: The role of narrative culturally-based materials and reading nativization and foreign language attitude. *World Applied Sciences Journal, 21*(11), 1587-1596.

Tomlinson, B., & Masuhara, H. (2004). Developing cultural awareness. *Modern English Teacher, 13*(1), 5-11.

Umaira, F. (2020). Students' schemata and their speaking ability. *Journal of Applied Linguistics and Language Research, 8*(4), 218-230.

Widdowson, H. G. (2005). *Teaching English as a global language*. Oxford: Oxford University Press.

Yousef, H., & Karimi, L. (2014). The relationship between cultural background and reading comprehension. *Theory and Practice in Language Studies, 4*(4), 707-714.