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**The Effectiveness of Culture-Based Techniques in Developing
Young EFL Learners' Speaking Proficiency**

The Views of EFL Teachers at Private Languages Schools in Algeria

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of the Requirements for the Degree of Master in Language Sciences

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Abstract

The initiatives of including English as a compulsory course in public Algerian primary schools, prompts the need for the development of a national curriculum that insures a satisfactory learning experience. Culture is one of the core elements for teaching/learning a foreign language as it intervenes with all language skills including speaking. Accordingly, this study seeks to improve young learners speaking proficiency in English through the use of culture-based techniques. It aims to gather the views of EFL teachers at private languages schools in Algeria towards the effect of teaching culture on learners' speaking proficiency. Furthermore, it targets teachers' evaluation concerning the efficacy of different culture-based techniques, activities, and approaches in promoting young EFL learners' speaking proficiency. Therefore, it is assumed that teachers regard the integration of culture in young EFL classes beneficial for promoting learners speaking proficiency. Furthermore, it is assumed that teachers assert the efficacy of the audio motor unit, the slice of life, the role play, and cultural island techniques; songs, pictures description, games, and language chunks activities; and the comparative approach in promoting young EFL learners' speaking proficiency. To this end, a descriptive research design and a mixed method approach of data analysis are adopted. As such, a questionnaire was administered to 13 private languages schools' teachers. The data obtained were analyzed statistically in terms of frequencies, percentages, mean and mode values. They disclosed the following main results. First, teachers consider developing young learners' speaking skill a priority. Second, they believe that teaching culture to young learners is beneficial and valuable for promoting proficiency in such a skill. Finally, teachers appraise the efficacy of all the proposed culture-based techniques, activities, and multicultural approach in promoting young EFL learners' speaking proficiency.

Key words: Culture, Speaking skill, Speaking proficiency, Young learners, Techniques, Activities, Approaches

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Dedication

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“Do What You Can With All You Have, Wherever You Are.”

-Theodore Roosevelt-

Dedication

I would like to dedicate this humble work:

To my precious and warm family, my source of success, happiness, and power; my precious parents; to whom I can never express my love, thanks, and appreciation with words. To my dear mother, who stands all nights for me, who stands by my side each step I do, who accept all of me. To my beloved father, who is my example in life, who taught me things I will never forget, whom the sign of tiredness reflects how much he works to meet our needs and educate us. I just did this work to make you proud of me and to draw a smile on your beloved face.

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To my special friend Hana

To all those who believed in me and prayed for my success.

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“Don’t worry about being successful but work toward being significant and the success will naturally follow.”

-OPRAH Winfrey-

List of Abbreviations, Acronyms, and Symbols

ALM: Audio-Lingual Method

CAF: Complexity, Accuracy and Fluency

DM: Direct Method

EFL: English as a Foreign Language

FL: Foreign Language

ICC: Intercultural Communicative Competence

GTM: Grammar Translation Method

L1: First Language

L2: Second Language

Mo: Mode

n: Number

s: The Standard Deviation

SLA: Second Language Acquisition

SPSS: Statistical Package of Social Sciences

\bar{x} : The Sample Mean

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General Introduction

1. Background of the Study

In recent years, English has become the international language that is used all over the world due to the massive spread of globalization that was marked with the evolution of technology and science; this have led English to become the first choice for the vast majority of people who want to learn a foreign language (henceforth FL). It prevails as a FL in most schools and it plays a vital part in education worldwide. As such, most countries include English as a compulsory subject in their educational systems and Algeria is not an exception; English is taught at middle school, and there are initiatives for including it in primary schools as well.

The idea of teaching English to young learners particularly is very welcomed by education practitioners. In this sense, key principals and techniques to create the right conditions in young EFL classrooms should be highlighted. Obviously, learning a language means mastering the skills required for it. Indeed, language is a means of communication, and speaking is one of the productive skills that make communication possible. In order to attain a high level of speaking proficiency, the utility of the integration of culture is worth considering because learning a FL necessitates learning its culture at the same time. In this regard, Thanasoulas (2001) states that “at any rate, FL learning is foreign culture learning” (para.4). The close relationship between language and culture has long ago been recognized by Sapir and Whorf who concluded that it was not possible to “understand or appreciate the one without knowledge of the other” (Wardhaugh, 2005, p. 222).

The issue of the connectedness of language and culture has later been raised by scholars, such as (Brooks, 1968; Byram, 1989; Kramsch, 1998). Now, the relationship between the two concepts is well established and deeply rooted. In this regard, Brown (2000) claims that “a language is a part of culture, and a culture is a part of language; the two are

intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 177). Indeed, focusing on teaching the linguistic aspects of a language while ignoring the aspects of its culture may not help learners use language accurately and appropriately. Krasner (1999) claims that linguistic competence solely does not guarantee successful communication, this may be one of the reasons why many students score high in their linguistic knowledge but they still have a poor oral performance.

Since “speaking as a skill constitutes a real hurdle to overcome by both the teacher and the learner” (Bouzara, 2019, p. 71), mainly at the initial stage of learning, finding ways to improve learners’ speaking performance is crucial. The integration of culture may act as a remedy for successful communication to occur.

Indeed, studies in the field of FL teaching that target the integration of culture are gaining increasing momentum all over the world and playing an important part in language education. Many researchers, such as (Byram & Morgan, 1994; Orlova, 2014; Brdaric, 2016) agree on the importance of teaching culture and highlight the need for its integration in learning a FL. It is debated that integrating culture may help in overcoming the issue of failure in communication and in improving learners’ performance in the target language. Many language practitioners have come to the conclusion that teaching culture needs to be integrated into the curriculum of the FL. With this in mind, Politzer (1954) points that “if we teach language without teaching at the same time culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning.” (pp. 100-101). As a result, culture needs to be integrated right from the day a learner start learning a foreign language. Byram and Morgan (1994) claim that culture classes can be beneficial for students’ development of their language skills. Also, Krasner stated that “FL skills require some background cultural knowledge” (1999, p. 82). As such, teachers have to raise students’ cultural awareness and implement appropriate procedures inside the language classroom to

develop EFL learners' performance in the target language; this task becomes even more challenging when learners are young.

2. Statement of the Problem

Teaching a foreign language learner to speak the language appropriately is a challenging task, especially if s/he has no prior knowledge about it; that is why it is important to identify key strategies that facilitate this process. The integration of culture in these classes may be a right step towards this aim. Despite the fact that many studies support integrating culture in teaching English as a FL, less attention was paid to when and how it should be integrated. Rare empirical studies had been done to validate the effective techniques or activities for integrating culture in EFL class. Indeed, until now some teachers, syllabi, and course books tend to focus on developing linguistic competence and pay less attention to the cultural background of the target language, mainly with learners that are exposed to a FL at an early age. They disregard the fact that one's ability to communicate effectively using the target language in real life situations may not be insured by mastering grammar, vocabulary and pronunciation of that language only, but rather by having knowledge about the socio-cultural rules that govern with whom, how, and why to use the target language forms.

Thereby, the fact that Algerian education practitioners are looking forward to introducing English as a compulsory subject in primary schools is a challenging task. If we continue to focus on developing learners' linguistic competence first, and then exposing them to the target culture, may lead learners to develop the habit of focusing only on learning linguistic aspects rather than cultural aspects of the target language. As such, they may not be aware that it is considered as an important factor that helps them to speak the language effectively and appropriately. As such, the issue of integrating culture in order to foster learners' speaking proficiency need not be reserved a second position. Additionally, the

techniques, activities, and approaches that ensure delivering language in its cultural frame to young learners need to be crafted carefully.

3. Aim of the Study

Regarding the importance of integrating culture in EFL classrooms, many scholars argued that language and culture are inseparable and culture learning is an integral part of language learning. The present research aims first at demonstrating teachers' views about the significance of integrating culture at young EFL learners' classes. Second, it aims at determining the cultural based techniques, activities and approaches that would help develop young EFL learners' speaking proficiency.

4. Research Questions

This research seeks to answer the following questions:

- 1- What views do Algerian teachers have towards the effect of teaching culture on young EFL learners' speaking proficiency?
- 2- How do teachers evaluate the efficacy of different cultural based activities, techniques, and approaches on developing young EFL learners speaking proficiency?

5. Research Assumptions

The following assumptions are suggested:

- 1- Teachers regard the integration of culture at an early age in the process of teaching young EFL learners beneficial for promoting their speaking proficiency.
- 2- Teachers assert the efficacy of songs, guessing games, and picture description activities; the audio motor unit, the slice of life, the role play, and cultural island techniques; and the comparative approach in promoting young EFL learners' speaking proficiency.

6. Methodology

To fulfil the already mentioned aims and to provide answers for the previous questions, the research design that is used is descriptive, and data are analysed following a mixed

method approach i.e. it is analysed both quantitatively and qualitatively. The research instrument that is used for gathering data is a questionnaire that is administered to private language schools teachers' in order to examine their views concerning the efficacy of culture integration on young EFL learners' speaking proficiency.

7. The Structure of the Dissertation

The current dissertation consists of two chapters. The first is theoretical which is made up of two main sections; section one provides background information about the integration of culture in teaching/ learning a FL, and section two sheds light on promoting learners' speaking proficiency. Chapter two is concerned with the practical part of this study. It is composed of three sections. Section one introduces a thorough explanation of the research methodology that is used in this study, the second section is devoted to the analysis of the collected data, and the last section includes the interpretation of data.

Chapter One: Exploring the Integration of Culture in Young Learners'

EFL Classes and the Teaching of the Speaking Skill

Introduction

As a matter of fact, teaching aspects of culture became a crucial part in the process of learning a foreign language. Theoretically, it might not be a novel topic as it has been advocated and discussed by many scholars; however, on the ground, it is not quite clear if FL curriculums include aspects of culture as a crucial component and whether teachers are offered the chance for training programs in this regard. Moreover, few researches have addressed the effective techniques and activities that can be used to integrate culture in EFL classes, especially that cultural based techniques and activities provide learners with a greater chance to practice the FL and to improve their performance. In this regard, Doganay and Yergaliyeva (2013) claim that “cultural activities bring a kind of fruitful atmosphere where students can learn the four skills” (p. 738). As such, since culture is crucial for successful communication in the foreign language, learners need to acquire the speaking skill in the context of the target culture.

1.1. Section One: A General Overview about the Integration of Culture in Young Learners' EFL Classes

This section is devoted to presenting background information about the integration of culture in teaching/ learning a FL. It is an attempt to explore the meaning of the concepts of language and culture and the close relationship between them. Moreover, it deals with the characteristics of culture, as it sheds light on the history of teaching culture and its importance in the learning process of a FL. Also, this section covers the main goals for teaching culture as it sums up the major approaches and techniques for teaching culture.

1.1.1. Definition of Preliminary Concepts: Language and Culture

Language is a human property. It is the means by which human beings communicate

with one another. Sapir (1921) defines it as: “a purely human and noninstinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols” (p. 3). In other words, language is specific to human beings because humans have the capacity to produce words and utterances in order to communicate as well as to refer to different things. It is a shared linguistic system in a given speech community. It is used to exchange knowledge, information, attitudes, ideas, beliefs, messages, and feelings. It has long been claimed that language has a close relationship with culture. In other words, language is the illustrative representation of a culture.

The latter is a highly intricate and broad concept to define. There is no agreement about an exact definition of culture among researchers and scholars; this is reflected in Seelye’s (1993) declaration that culture is a “very broad concept embracing all aspects of human life” (p15).

The multiple attempts to define the concept did not generate one inclusive definition. It has been defined differently in a number of ways by a variety of scholars (Taylor, 1871; Geertz, 1973; Brooks, 1975; Byram, 1989; and Brown, 2000). If their attempts are deeply evaluated, one can note that while some of them consider it as the whole way of life such as Byram (1989) who defines it as “the whole way of life of the foreign country including but not limited to its production in the arts, philosophy and high culture in general” (p. 15). Others opt for reducing it to basic components of culture like beliefs, habits, values, customs, and history.

Taylor’s (1871) definition is regarded as the most elaborate and acknowledged. He regards culture as “that complex whole which includes knowledge, belief, art, law, morals, custom and any other capabilities and habits acquired by man as a member of society” (p. 1). In other words, each community is characterized by a system of values, norms, behaviour lifestyle, arts, food and clothes. Such a system is usually referred to as culture. It is a specific

feature of human beings. Geertz (1973), however, takes a different turn by claiming that culture is a set of “historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in a symbolic form by means of which men communicate, perpetuate, and develop their knowledge about attitudes toward life” (p.89). The central idea in this definition is that knowledge of customs, traditions, norms and overall rules to which individuals of a society confirm, is partly inherited and partly acquired or learnt.

For a more simplistic view, scholars such as Chastain (1976) distinguish big “C” culture and small “c” culture in his attempt to delineate the concept. The first refers to the major products and contributions of a society in general, such as literature and arts. This is asserted as well by Chlopek (2008) who claims that culture “constitutes factual knowledge about the fine arts such as literature, music, dance, painting, sculpture, theatre, and film” (p. 11). The second portion of culture refers to the total ways of life and its aspects including food, customs, and manners. Chlopek (2008) states the various components of small “c” culture:

Small-c culture [.....] comprises a wide variety of aspects, many of which are interconnected, including attitudes, assumptions, beliefs, perceptions, norms and values, social relationships, customs, celebrations, politeness conventions pattern of interaction and discourse organization, the use of time in communication, and the use of physical space and body language. (p. 11)

Both big “C” and small “c” cultures are inseparable and both of them complement each other.

1.1.2. Characteristics of Culture

Based on the definitions covered above, the following list presents some of the key characteristics which can be used for understanding the concept of culture:

- **Culture is a set of symbols.** According to Andreatta and Ferraro (2012), the ability to symbolise by using language is one fundamental aspect of culture that makes human beings unique. Their behaviour starts with the use of symbols. A symbol is something that stands

for something else. For instance, the red and white colours and the blue stars, for citizens of the United States, symbolise freedom and democracy. These symbols are reflected in culture and vary from one culture to another.

- **Culture is shared by members of society.** Culture does not characterise individuals but rather whole communities. These members are connected culturally which is reflected in their ideas, life style or behaviour patterns. This homogeneity in every society helps to remove ambiguity and avoid misunderstanding. However, the common shared practices vary from one culture to another (Andreatta & Ferrero, 2012).
- **Culture is learned (transmitted).** Human beings are born in an already existing culture; they then learn cultural behaviours from their environment through interaction. This process of acquiring culture through the learning process is called enculturation. Culture is learned by persons from persons and transmitted from one generation to another (Andreatta & Ferrero, 2012).
- **Culture is dynamic, adaptive, and over changing.** Culture varies from one society to another and from one group to another that is why it is characterised with dynamicity. It helps people adapt to their environment and therefore increase their chances to survive, that is why it is called adaptive. However, if a cultural feature is maladaptive, it will eventually disappear or change slowly (Andreatta & Ferrero, 2012). Naylor (1996) stated that “no culture is as it has always been. All cultures change” (p. 1).

Culture is everything which is socially learned or inherited and shared by members of a society. It distinguishes one individual from another, one group from the other and one society from another. Language is closely related to culture and one cannot stand without the other.

1.1.3. The Relationship between Language and Culture

Recently, Wardhaugh (2010) stated that “the exact nature of the relationship between

language and culture has fascinated, and continues to fascinate, people from a wide variety of backgrounds” (p. 229). Scholars such as Scarella and Oxford (1992) went to claiming that both concepts are closely related and they are often identified as synonyms. That is why; understanding the mutual relationship between language and culture has been emphasised in the writing of prominent linguists. It is worth noting that despite the complexity of this relationship, its understanding is needful for the process of language teaching and learning.

It is legitimate to generalise that language and culture are inseparable; language is the mirror of culture and people can see culture through language. This is asserted by many scholars including Kramersch, 1998; Brown, 2000; Mitchell & Myles, 2004; Kuang, 2007; and Risager, 2007. In particular, Kramersch (1998) claims that language, when used in the context of communication, is bound with culture in three complex ways. First, language helps to convey cultural reality i.e. language does not help only in expressing ideas but rather in reflecting attitudes and beliefs of the members of a society. Second, language embodies cultural reality. In other words, through language people create experiences which give meaning to their daily life practices. Third, language symbolises cultural reality. Members of a society consider their own language as a symbol of their culture. Furthermore, he asserts that “language is the principle means whereby we conduct our social lives” (p. 3). It means that language shapes individual’s view of the world as well as their reality, and it is a tool for expression and communication among people.

Mitchell and Myles (2004) share the same view as Kramersch (1998). They claim that “language and culture are not separate, but are acquired together, with each providing support for the development of the other” (p. 235). Kuang (2007) went even further by equating the concept of language and culture; he asserts that “language is the carrier of culture and culture is the content of language. There is no language without culture content” (p. 75); both concepts are deeply embedded and intertwined like the two sides of a coin and one cannot

stand without the other. It is a matter of fact, language affects and reflects culture and vice versa, without understanding and having the knowledge of the target culture, language learning becomes a hard task.

The interconnectedness between language and culture urges scholars for integrating culture in the learning process of a FL. Remarkable changes are attested in the history of this endeavour.

1.1.4. The History of Teaching Culture

In the learning process of a FL, the role of culture was once totally margined. However, in the twentieth century, the field of teaching culture in EFL classes started to gain importance gradually. Ever since, scholars emphasised its role as a significant component in language teaching. Different approaches and methods did not view culture equally; these are outlined below.

1.1.4.1. The Traditional Methods. The 1960s was the era that marked the starting point for the emergence of culture teaching. The advocacy of teaching culture started mainly with Grammar Translation Method (henceforth GTM) which viewed culture as granting access to works of literature, philosophy and art. Within this method, the role of culture was implicitly recognized, the method involved translation for learning a FL after making comparison between the mother and the target language. As such, it perhaps implicitly supports the fact that language is closely related to every aspect of culture. However, this implicit knowledge does not benefit students, this idea is supported by Long-Fu (2001) who asserts that “culture involved [in GTM] referring only to the high arts of a country, which may not contribute significantly to the students’ ability to function linguistically and socially while facing a foreign reality in a daily social interaction, nor to full understanding of the foreign people” (p. 34). The fact that GTM did not give a concern to social language variation and the teaching of culture awareness gave birth to the Direct Method (henceforth DM).

Due to the weaknesses of GTM, it was replaced with the DM which sheds light on experiencing the everyday life of people who speak the target language. Oral skills and authentic spoken communication were given a priority, aspects that the GTM neglected. This was the case because of the rapid advancement of technology and the means of transportation that led people to travel to other countries where they find themselves obliged to deal with real life situations using the language in its cultural context. The method aims at assisting learners to think in the target language while the L1 is refrained. The lessons were organized around different topics that include many cultural aspects. It emphasised teaching small “c” culture at the beginner’s stage and big “C” culture at the advanced stage. This method did not reach its goals at many schools due to its constraints and to the lack of a significant progress in including the cultural components in the FL classroom. Long-fu (2001) claims that the introduction of the foreign society’ culture was very limited because “the teaching of cultural content is incidental and something subordinated to the teaching of the language” (p. 38).

Along with the coming of the Audio-lingual era, culture manifested itself as an integral part of language teaching. This method has similarities with the DM. They both came as a reaction to the GTM, reject the use of the mother tongue, and encourage developing listening and speaking skills. The difference is that its proponents advocate that in linguistic and cultural contexts meaning of words can be learned better. It is based on two main theories. Structuralism in which the focus was on learning the language through mastering structural elements, and behaviourism where language is considered as a set of habits, and social habits are acquired through imitation and memorization. Its roots date back to the Second World War in the U.S. It was put forth for military purpose; the government was interested in making a language training program to teach young people the language rapidly for basic communication. The Audio Lingual Method (ALM) also reflects the cultural aspects of life through asking students to take different roles in dialogues. In this regard, Chastain (1976)

claims that dialogues in ALM texts were both linguistically and culturally authentic. However, the efforts to include culture in this sense in learning a FL were not too successful. This has led to the development of what is called the communicative approach.

1.1.4.2. The Shift to the Communicative Approach. In the 1970s, emphasis on the integration of culture in language classes has increased due to the development of sociolinguistics. This field of linguistics resulted in a greater focus on how language is used within society. As such, the aim of language learning was developing learner's communicative skills so that they can use the language appropriately in different contexts. To achieve this aim, teaching language needs to be coupled with the teaching of its culture. In this regard, Canale and Swain (1980) state that "a more natural integration of language and claimed culture takes place through a more communicative approach than through a more grammatically based approach" (p. 31). As a result of the communicative approach, learners started to gain direct knowledge about the target culture of the natives' everyday life. Indeed Risager (2007) asserts that communicative language teaching expands to include culture along with the other four skills as a fifth skill.

The development of learner's communicative competence, for Canale and Swain (1980), involves the development of grammatical, sociolinguistic, and strategic competences. In 1983, Canale added a fourth element to the components of communicative competence which is discourse competence. These components are defined below.

- **Grammatical competence** refers to the knowledge of lexical items and the correct use of language levels: morphology, semantics, and phonology and grammar rules.
- **Sociolinguistic competence** refers to the knowledge about the use of language adequately in appropriate social context for communicative goals.
- **Strategic competence** refers to the knowledge which consists both of verbal and nonverbal strategies that are used to compensate for the breakdown in communication.

▪ **Discourse competence** refers to the knowledge of combining grammatical forms and meaning to obtain coherent and cohesive texts.

1.1.4.3. The shift to the Intercultural Communicative Competence (ICC). Sercu et al., (2005) assert that “the objective of language learning is no longer defined in terms of the acquisition of communicative competence in a FL. Teachers are now required to teach intercultural communicative competence” (p. 2). The concept of communicative competence started to gain criticism because it ignores the social identity of learners in any intercultural communicative event. Byram (1997) suggested that a learner’s aim is to become an intercultural speaker rather than reaching native-like proficiency. Thus, I.C.C is the ability to communicate and interact effectively with people of other cultures; this is asserted by Fantini and Tirmizi (2006) who defines it as “the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from one self” (p. 12). Moreover, Byram (1997) defines it differently; he assumes that interculturally competent speakers are judged based on the following three criteria.

▪ **Attitudes** involve developing positive outlooks toward cultural diversity and being willing to engage and co-operate with people who have different cultural orientations and perspectives from one’s own.

▪ **Knowledge** is related to the fact that people of other cultures may follow different verbal and non-verbal communicative conventions which are meaningful from their own perspectives and understanding in addition to their assumptions, stereotypes, preconceptions and prejudices. These need to be mastered so that one can be considered interculturally competent.

▪ **Skills** include the ability of discovering information about other cultures and interpreting their practices, beliefs and values and relating them to one’s own. In addition to multi-perceptivity that refers to the ability to decentre from one’s own perspective and to take into

consideration other people's perspectives.

It is worth noting that the urge for integrating culture as an important aspect for teaching a FL was explicitly set starting with the development of the communicative approach due to its great importance in learning.

1.1.5. The Importance of Teaching Culture

Nowadays, there is a general agreement among scholars upon the importance of integrating culture in the learning process of a FL rather than focusing only on linguistic competence. Learning a language involves learning the common cultural beliefs, attitudes, and assumptions of the target community because language is not just an encoding system referring to different events, objects or experiences. The reasons that feed into this importance are presented in what follows.

- Learning culture has a **linguistic** significance. Culture affects the linguistic dimension of the language itself; it affects the semantic, pragmatic, and discourse levels of language (McKay, 2003). Thus, learning culture enhances learners' linguistic competence as well.
- Learning culture guides **pedagogical practices**. It influences the choice of teaching methods and materials because the choice of appropriate materials and teaching methodology depends to a large extent on the cultural content to be presented (McKay, 2003).
- Teaching culture in language classes contributes to **raising learners' awareness** about the foreign culture. According to Byram (1989), cultural awareness is very important in language teaching because it contributes to language proficiency. Teachers need to raise students' awareness of their own culture and by so doing they can interpret and understand other cultures. Thus, learners of a FL should be aware about the appropriate cultural ways of addressing people, making requests, agreeing or disagreeing. For Atamna (2008) "learners had to also learn how to express certain language functions using different language

structures according to the situations where they found themselves” (p. 30). Accordingly, cultural awareness help develop learners’ intercultural communicative competence. As such, learners will value cultural diversity and heterogeneity of views and practices.

- Learning a different culture helps learners **develop a positive attitude and acceptance of cultural diversity and avoiding stereotypes**. Gaining an intercultural communicative competence is what ensures the benefits from teaching culture (Belli, 2018).

Culture is considered as a crucial factor for learning a FL. Thus, a full understanding of the target culture helps learners communicate with each other using the language appropriately and effectively.

1.1.6. Goals for Teaching Culture

Exposing EFL learners to the target culture is not a random concern. Teaching culture needs to have predetermined goals that justify its integration. Different goals were established then modified by different scholars including Nostrand (1967); Seelye (1974); Lafayette and Schulz (1989); and Tomalin and Stempleski (1994). With the exception of the list of goals provided by Lafayette and Schulz (1989), the rest are unrealistic and demanding because their attainment cannot solely be reached through leaning about the target culture but rather getting into direct contact with it.

As such, the culturally oriented goals set by Lafayette and Schulz (1989) are more realistic appropriate, valid, and easy to attain in any language classroom. They are summarised under following three main rubrics.

- The first goal is related to **knowledge**. This goal revolves around gaining a capacity to identify cultural knowledge. It emphasis facts related to the taught culture including learners’ capability to retrieve, distinguish and report cultural facts.
- The second goal is related to **understanding**. It targets learners’ acquisition of cultural knowledge taking into consideration its significance, source, and interconnection to other

cultures. In addition, it involves reliance on logic as a prerequisite for understanding the culture.

- The second goal is related to learner's **behaviour**. The ultimate goal for teaching culture is sharpening students' ability to use cultural knowledge in actual or stimulated cultural settings.

To ensure the achievement of the aforementioned goals and to teach culture in an appropriate manner, certain approaches have to be followed.

1.1.7. Approaches for Teaching Culture

An approach in language teaching is “the theory, philosophy and principles underlying a particular set of teaching practices” (Richards & Schmidt, 2010, p. 30). Thus, it is important for teachers to select appropriate approaches in teaching culture in order to ensure that learners develop positive attitudes towards the target culture along with openness to cultural diversity.

Different approaches were recognized along the history of teaching culture. The set presented hereafter shows the major ones.

1.1.7.1. The Mono Cultural Approach. It is an approach that concentrates on the native culture of the country whose language is being learned without referring to the local culture. Its aim is to develop native-like communication skills. The mono cultural approach was represented by Risager (1998) as the foreign cultural approach. Nowadays, the approach gained criticism as it does not consider the learners' understanding of their own culture and make a relationship between their own culture and the target one.

1.1.7.2. The Comparative Approach. In contrast to the mono cultural approach, the comparative approach enables learners to make a comparison (comparing differences then perceiving similarities) between their own culture and the target one. Buttjes and Byram (1991) believe that instead of providing learners with “a one-way flow of cultural

information” (p.13), they have to be supported to reflect on their own culture and the foreign one. This approach seems more appropriate since it does not neglect learners’ own identity and culture. In this regard, Byram and Morgan (1994) claim that “their culture is a part of themselves” and “to deny any part of it is to deny something within their own being” (p. 43).

1.1.7.3. The Intercultural Approach. In the 1980s, the appearance of the intercultural perspective resulted in the development of the intercultural approach. It is interested in developing learners’ intercultural competence by looking for their understanding of both cultures as well as developing a positive attitude towards the target culture (Risager, 1998). Risager (1998) considers it an inadequate approach since it is “blind to the actual multicultural character of almost all existing countries or states” (p. 246). The next approach resolves this problem.

1.1.7.4. The Multicultural Approach. It draws upon the notion that cultures are not monolithic but rather multicultural i.e. different cultures do exist within the boundaries of one. Learners need to learn in an anti-racist manner that emphasise both ethnic and linguistic diversity. This approach encourages learners to develop a reflective attitude towards the culture of their country i.e. to have a balanced view towards the cultural diversity of the learners’ own country (Risager, 1998).

1.1.8. Techniques for Teaching Culture

Using appropriate techniques for teaching culture in a FL classroom is beneficial for the language learning process. They help raising students’ motivation towards learning the target language and using it in its proper context. It is a hard task to select the appropriate technique for teaching culture; however, the choice needs to be guided by the aim of the lesson and its intended goals. Among the variety of techniques that are proposed by various educators is the following set. It is worthy to note that each of the following techniques cannot be fully implemented without the use of authentic materials, that is why this concept is delineated at

the end of the section.

1.1.8.1. Culture Capsule. It is suggested and defined by Taylor and Sorenson (1961) as short 5-10 minute representations that focus on one minimal difference between the target culture and native culture of the student. In other words, it is a presentation of one aspect of the target culture by the students which is later discussed with the whole class and the teacher contrasts it to the students' home culture.

1.1.8.2. Culture Clusters. It is another technique that is suggested by Meade and Morrain (1973). It is a combination of two or three capsules with one specific theme to form a cluster. This technique is carried out by using an activity such as role-play and group work that are detailed in the following section.

1.1.8.3. Quizzes. It is another technique suggested by Cullen (2000). Quizzes are highly interesting because they keep students involved. In this technique, it is not important whether students get the right answer or not, but through predicting they will become interested in finding it. They will also enjoy using the language in its cultural context.

1.1.8.4. Critical Incidents. Karam (2017) states that this technique is introduced by Henrichsen (1998), and it is also called *problem solving*. It refers to the involvement of students in different cultural issues in order to solve critical incidents. Students usually read the incident then they make some decisions about how to deal with it. After that, in a group they discuss their findings backing them with justifications for their decisions in order to compare them with what is appropriate in the target culture (Karam, 2017).

1.1.8.5. Creating an Authentic Environment. It is called *cultural island* by Hughes (1986) or *setting for memorable learning* (Karam, 2017). It is classified by Chastain (1988) as a necessity starting with the first day of class. Students need to be surrounded with different situations that relate to the target culture especially when language is taught far away from the target country. It helps students to develop a mental image about the target culture through

using pictures of famous people, places, books, movies, maps on the classroom walls and realia from the target culture (Karam, 2017).

1.1.8.6. The Audio Motor Unit. This technique fits within the Total Physical Response teaching method. It is proposed by Chastain (1988), and Morrain (1983) defines it as a set of commands built on a single, culturally valid dramatic incident given by the teacher to which students react in order to make a response. For instance, in a restaurant students are asked how to behave, use their forks and knives and how to cut a piece of meat.

1.1.8.7. Slice of Life. Using this technique, the teacher chooses a specific segment of life from the target culture to be presented at the beginning or at the end of the session. It might be a song, written topic, or any images in order for student to point out in what ways the cultural practices in the provided material differ from their own culture (Taylor, 1972 as cited in Karam, 2017).

1.1.8.8. Role Play. Role play activities can be designed to encourage learners to perform different tasks and take different roles in different contexts. Altun (2015) defines it as “a study in which students are required to act specific roles through saying and doing” (p. 28). According to Ur (1996), role play is considered as a good “opportunity to practice improvising a range of real-life spoken language in the classroom” (p. 133). Additionally, Ladousse (1987) states that “through role play we can train our students in speaking skills in any situation” (p.6). Role play has a great importance in communication inside the classroom, it gives students chances to act and react in different situations. Ladousse (1987) confirms that “it enables them not just to acquire set of phrases, but to learn how interaction might take place in a variety of situations” (p.7). Such an ideal activity gives learners opportunities to speak the language, show their creativity and perform different situations that confront them in their real life as well as dealing with real life problems. Role play raises learners’ confidence, it lowers their stress and it motivates them to be sociable rather than being shy.

The aforementioned techniques are considered as a key factor that affects the process as well as the result of learning a FL, and no technique is better or worse than the other, rather, one might be suitable in the context in which the other is not. Being eclectic and applying a variety of techniques depending on the needs and goals learners want to achieve is the best practice. Particularly, teachers need to implement the techniques that suit their learners' age. From a personal judgment, culture capsules may not be appropriate to young learners since they cannot prepare a 10 minutes presentation; rather it should be kept only for advanced levels. Additionally, culture cluster are even more complicated since each cluster is composed of more than one culture capsules. Moreover, critical incidents may not be appropriate for young learners because they are not familiar with facing issues and figuring out solutions for themselves. As for quizzes, if a young learner propose a wrong answer this may make him/her upset, and thereby raises his/her anxiety and lows his/her motivation to learn. As such, Creating authentic environments, the audio motor unit, the slice of life, and role play techniques might be more appropriate in teaching young learners.

1.1.9. Authentic Materials

Authentic materials are effective for facilitating the learning process and for implementing the aforementioned culture based techniques. Learners are expected to use the target language with reference to these authentic materials, which helps them to strongly integrate within the target culture. The use of authentic materials helps learners for a successful communication both inside and outside classroom. The following is the classification of different authentic materials (Jakobson et al., 2003).

- **Authentic Visual Materials** refer to slides, pictures, magazines, and painting. They provide learners with opportunities to use language in interesting situations as they help them to communicate their ideas.
- **Authentic Printed Materials** is another type that is suggested by Jakebson et al. (2003)

who argue that “printed materials used in ways that they would be used in the lives of learners outside of their adult education classes” (p. 01). These materials include maps and lyrics of songs.

▪ **Authentic Listening Viewing Materials** include TV commercials, cartoons, professionally audio taped short stories, movies, and news clips. All these materials help and enable students to both see and hear the English language and how it is produced in real contexts.

Through using authentic materials, learning the foreign language becomes more beneficial because they have a positive effect on learners’ motivation to speak the language appropriately in different situations.

To sum up, culture is an important and integral part of FL teaching which has been a matter of interest for long. This section reveals that culture covers a variety of crucial aspects, thus it is considered as an important facet to master a FL, especially if appropriate cultural approaches and techniques for learners’ age are used. They aid learners to communicate and speak the foreign language freely and confidently inside and outside the classroom.

1.2. Section Two: The Speaking Skill in EFL Classes

This section sheds light on the definition of speaking and its main characteristics. Then it deals with the elements of the speaking skill, and the importance of speaking proficiency. Thereafter, it discusses the different obstacles that may hinder FL learners’ speaking proficiency, as it attempts to introduce certain activities for fostering young EFL learners speaking proficiency.

1.2.1. Definition of Speaking

Since one of the aims of language learning is to speak and to communicate effectively using it, speaking is an important skill i.e. it is the core of FL acquisition among other FL skills (listening, reading and writing). Ur (1996) argues that “many if not most FL learners are interested in learning to speak” (p. 120).

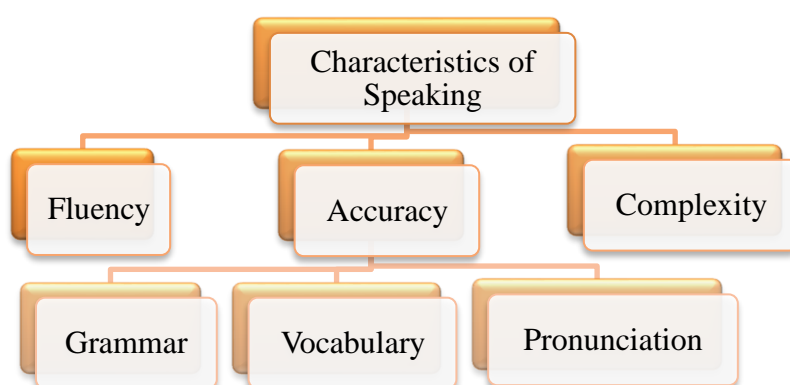
Nunan (2003) declares that “speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning” (p. 48). Along the same lines, Cameron (2001) defines speaking as “the active use of language to express meanings so that other people can make sense of them.”(p. 40). To state it differently, speaking is an interactive process in which speakers construct and share meaning through sending and receiving messages for many reasons; to be sociable, to respond to someone, to express oneself, to exchange information and to refer to an action or an event in a given context with other interlocutors.

The speaking skill is the core of all human communication and is considered as one of the active productive skills which must be mastered in learning a FL. To master the speaking skill, learners have to attain fluency and accuracy; as such, these have become the major characteristics of the speaking skill.

1.2.2. Characteristics of Speaking

Figure 1

Characteristics of Speaking



Three key features of speaking that gained great attention are fluency, accuracy, and complexity, and they together became known as CAF. For Housen and Kuiken (2009) “CAF has been used both as performance descriptors for the oral and written assessment of language learners as well as indicators of learners’ proficiency underlying their performance” (p. 1). It is worth mentioning that in the 1980s, fluency and accuracy were used as parameters to

investigate learners' oral language development in the classrooms context, and it was until the 1990s, that the third concept of complexity added. Later, the three concepts become introduced together (Housen and Kuiken, 2009). Teachers focused on which of these parameters should be developed first and even how to develop them altogether using different activities. The three characteristics that are shown in (Figure 1) are explained below.

1.2.2.1. Fluency. It is the ability of speaking spontaneously without interruption. Fluent speakers tend to focus on meaning rather than form, and errors are insignificant especially at early stages of language learning. As such, it is advised to avoid too much emphasis on correcting errors made by speakers because it hinders the natural acquisition of the speaking skill. Signs of fluency include a fast speed of speaking with a small number of pauses. For Fillmore (1997), fluency is “the ability to fill time with talk.” (as cited in Mermouri & Messalti, 2018, p. 7). In this sense, fluency refers to the ability to produce comprehensible speech by combining words and phrases without pauses i.e. the less pauses, the more fluent a speaker is. From Fillmore's definition we can conclude that fluency is measured in terms of speech rate and the frequency of filled/unfilled pauses.

Another way of viewing fluency is that of Fulcher (2003); he defined the concept with what is it not. For him, it refers to hesitation and stumbling while speaking and producing slow or uneven speech that is opposed to smooth speech. As such, fluency can be defined as producing a smooth speech without interruption, hesitation, or inappropriate pauses.

Moreover, Pinter (2003) argues that “fluent speakers will also have to learn a range of other things such as what is appropriate to say in certain situations, how to manage conversations, and how to interrupt and offer their own contribution” (p.55). In this case, fluency is presented as a closely related characteristic to accuracy.

1.2.2.2. Accuracy. According to Bryne (1988) accuracy refers to “the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of language” (as cited in Lan, 1994, p.3). In other words, accuracy refers to the ability of articulating sequences of sounds correctly, constructing sentences, accessing a large amount of vocabulary items and the ability to speak more than one sentence coherently and cohesively. Similarly, for Burn and Goh (2012) accurate speech is a “speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms” (p. 43). In other words, it refers to the correct use of vocabulary, pronunciation, and grammar in someone's speech.

1.2.2.2.1. Grammar. It is considered as a fundamental part of language that refers to the arrangement of correct sentences in both written and oral forms of language. Indeed, Parsons (2004) defines grammar as “a set of rules guiding the arrangement and structure of language” (p.8). Learners need to learn how to perform well structured sentences by grouping words and utterances and taking into account the meaning that these forms convey. For instance, learners of English add an unnecessary auxiliary “to be” in their sentences as follows; I *was* become a photographer. This common error hinders speakers’ accuracy.

1.2.2.2.2. Vocabulary. It is “a set of lexemes, including single words, compound words and idioms” (Ritchard & Schmidt, 2010, p. 629).To communicate effectively and express different ideas, sufficient vocabulary is required. Speakers encounter difficulties to use appropriate lexical items in the right contexts or to express what they want to say due to the lack of vocabulary. In this matter, accuracy, in term of vocabulary, refers to the correct use of words in the suitable context while speaking. For example, language learners commit a variety of vocabulary errors due to the issue of false friends. The word *coin* which is related to

money in English is often used by learners to mean *corner* because this is the appropriate meaning of the word in French.

1.2.2.2.3. Pronunciation. It is one of the aspects of speaking accuracy. It was defined by Seidholfer (2001) as “the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use” (p. 56). In other words, it is the way in which speakers produce clear language during speaking so that to convey the intended meaning. Inaccurate pronunciation may cause misunderstanding between interlocutors.

To speak English accurately, speakers should be aware of the aspects of speech that pronunciation includes to make an intelligible flow of speech such as intonation, rhythm, stress and pitch. For instance the word *develop* /dɪ'veləp/ causes problem because of its word stress. The stress is on the second syllable, however, it is often mispronounced as *develop* /'dɪveləp/.

Even though fluency and accuracy are closely related, being fluent does not necessarily mean being accurate as well. Some speakers use the language fluently with a comprehensible speech (i.e. they do not make pauses in their speech), but they commit errors whether in grammar, vocabulary or pronunciation. Accuracy and fluency are not contradictory, rather they influence each other. Teachers need to be eclectic and combine activities and tasks that foster both of them since accuracy brings fluency and fluency brings further accuracy (Willerman, 2009). In other words, accuracy helps to overcome the fear of making mistakes which help in speaking more smoothly, and fluency leads to practicing the language which results in learning the correct form of it.

1.2.2.3. Complexity. It can be described as the most difficult component of language performance to define. It is the ability of using different structures and complex sentences rather than abstract nouns and nominalisation at phrasal level. In this regard, for Ellis (2003) it

refers to “the extent to which the language produced in performing a task is elaborate and varied” (as cited in Housen & Kuiken, 2009, p. 2).

In some language classes, standardised proficiency tests are the most common ways used to measure second language development and learners’ academic achievements but this does not undermine the call for new ways to measure language performance. CAF was clearly established in literature as a three dimensional measure of oral and written development. Recently, CAF started to emerge as a new discipline to assess oral and written performance and to indicate learners’ progress and proficiency at the same time.

1.2.3. Elements of the Speaking Skill

In order to attain fluency, accuracy and complexity in the target language, learners need to master key elements that are put forward by Harmer (2001). These elements are classified as follows.

1.2.3.1. Language Features. The ability to produce language presupposes knowledge of different language features. They are stated in what follows.

- **Connected Speech** is a key element for producing language effectively because the latter does not mean producing single phonemes but rather producing a connected stream of expressions. Students should be involved in activities to practice and improve their connected speech and have the capacity to modify sounds through assimilation, omission, linking among others.
- **Expressive Devices** refer to the use of pitch, volume and stress in producing utterances in order to interact and show feelings. Their use redounds to the ability to convey the intended meaning.
- **Lexis and Grammar** are key aspects of language. It is important for the teacher to provide learners with a sufficient amount of words and different language functions so that they can be involved easily in any speaking situation and context, such as job interviews,

agreement or disagreement, and surprise.

- **Negotiation Language** refers to the demonstrativeness and modelling of the structure of what a speaker is saying to be clearer and understandable to the listener. For instance, while doing a presentation, there is a need to use certain expressions to show the structure of thoughts such as; *what I mean is* or *what I am trying to say is that*. It also refers to the structure used when a listener seeks clarification, such as saying *I am sorry, I did not quite catch that* (Harmer, 2001).

1.2.3.2. Mental/Social Processing. Processing the language is also important and it is one element that speaking necessitates. It consists of the following.

- **Language Processing:** It is good for speakers to process language rapidly in their heads through retrieving words or phrases from their memory and putting them in a coherent order. The speaker needs to be able to convey the intended meaning by processing the language fast.
- **Interacting with Others** is the ability to act and react through listening and understanding interlocutors' feelings and knowledge.
- **Information Processing** refers to the ability to process information the moment we get it the way that the speaker intended it (Harmer, 2001).

1.2.4. The Importance of Speaking Proficiency

Speaking plays a major role in our daily life communication. Additionally, people who speak different languages tend to communicate with each other using English as a common code because it is the most spoken language all over the world. The importance of ranking languages according to the number of its speakers all over the world, gives a huge significance to the speaking skill; it is considered as the most important skill that needs to be developed for an effective communication in both L1 and L2. Lazaraton (2001) claims that “for most people, the ability to speak a language is synonymous with knowing that language since

speech is the most basic means of human communication” (p. 103). Due to this claim, among the four macro English skills, speaking needs to be given great attention in the process of acquiring and learning a FL. What follows is an account of aspects that show the importance of speaking proficiency.

- **Speaking the language is a major goal of learning it.** Learners are mostly judged upon their speaking proficiency in real life situations. Learners of a FL are referred to as speakers of that language; thus, attention is drawn to the way they use language in real life situations, and if someone is asked about the goal of learning that language the answer approximately is to be a native-like speaker. Ur (1996) asserts that “Of all the four skills...speaking seems intuitively the most important: people who know a language are referred to as speakers of the language as if speaking includes all other kinds of knowing” (p, 1). For that reason, speaking is regarded as the most important skill that needs to be developed. It is the essential skill that serves communication.
- **Getting a job and chances in education are bound with one’s speaking proficiency.** The business market indulges people in constant communication with each other as to share information, ideas and thoughts. Thus, speaking enables people to interact easily, successfully and effectively in varied contexts. As such, the ability to speak a FL gives its speaker a high possibility of getting a job. Also, it increases learners’ chances in education and carrying their studies abroad as stated by Baker and Westrup (2003) “students who can speak English well may have great chance for further education, of finding employment and gaining promotion” (as cited in Baghdad, 2016, pp. 6-7).
- **Speaking proficiency promotes self-esteem.** According to Hasan (2014), the “speaking skill, when it is mastered, helps individuals promote their feelings, self-esteem and realization as they feel happy when they realize that their messages have gone through” (p. 251). Mastering the speaking skill helps in enhancing speakers’ feelings and raising their

confidence because they feel happy when the messages they want to convey are understood by the receiver.

- **Speaking proficiency is a major key to public speaking.** An excellent speaker highly motivates and wins the heart of the audience and gets the chance to gain their attention until s/he fully delivers his/her speech. A good public speaker can influence and shape and people's decision (Griffin, 2008).
- **Speaking is an essential skill in young learners' classes.** The spoken form in the young learners' classroom acts as the primary source of language learning. For young learners, the speaking skill is the essential skill upon which scholars agree that teachers have to carefully focus. McKay (2006) notes that most content EFL instruction in the first two years focus on developing young learners' listening and speaking, while reading and writing can be developed later and gradually depending on the age of children. Accordingly, Cameron (2001, 2003) claims that oral language skills of young EFL learners should be fostered through using authentic classroom activities. Yet improving the speaking performance of EFL learners is becoming a challenging task. EFL learners face many obstacles that hinder their development of speaking proficiency.

1.2.5. Obstacles Hindering EFL Learners' Speaking Proficiency

Generally, EFL learners' success is measured according to their ability to produce language; however, the challenges to virtuous language learning and communication are speaking problems. It has been widely noticed that EFL learners face a set of obstacles while trying to speak inside the classroom which are presented below.

1.2.5.1. Affective Factors. For Krashen (1982) there are three main affective factors that affect SLA (Second Language Acquisition); they were introduced first by Dulay and Burt in 1977 as affective filters and they include self-confidence, anxiety, and motivation. The less learners are aware of their affective filters, the more successfully they will achieve in the L2.

In this regard, Krashen (1981) claims that “they are simply factors that encourage acquirers to communicate with speakers of the target language” (p. 21). These three filters are explained below.

- **Self-confidence:** According to Krashen (1982), it is one of the main factors that make performers to feel comfortable while producing speech. Students who are self-confident do are not afraid of making mistakes, being criticized by others or simply being shy.
- **Anxiety:** refers to the strong feeling of fear and embarrassment towards what might happen during the learning process in the classroom. This factor leads to a low or uneven participation due to learners’ fear of making mistakes in front of their classmates. Thus, it will restrain their abilities to engage in regular discussion and to speak English in public.
- **Motivation:** is considered as a crucial factor to determine the success or failure of learning; Krashen (1982) asserts that “performers with high motivation generally do better” (p. 31). If learners consider that there are no benefits from speaking or even learning a FL it is due to the lack of motivation to speak the language. Littlewood (1981) points out that learners who have both the motivation and the chances to elucidate their own identity in order to connect with people around them, their communicative skills can be clearly developed. Also, Lennon (1993) states that in learning a FL, motivation is “the most important single factor influencing continuing development in oral proficiency” (p. 41).

1.2.5.2. The Use of the Mother Tongue. The use of L1 inside EFL classes is one of the factors that contribute to speaking difficulties. There are certain situations where both teachers and learners shift from using L2 and use the mother tongue instead. In some language classes, L2 is used as the primary medium for communication while L1 is used if a learner wants to ask a question or ask for clarification. Moreover, one of the reasons behind the use of L1 among learners is the lack of sufficient vocabulary and the scarcity of the ways of expressing

their ideas; as such, they shift to L1. Additionally, teachers as well sometimes find themselves obliged to use the L1 in order to ensure their learners' understanding. In this case, the value of communication and even the ability to keep interaction going using the L2 may be decreased. Al-Hosni (2014) found that teachers tend to use L1 as the solution to overcome the mentioned problems and to guarantee students' understanding of meaning in L2.

1.2.5.3. Teaching Strategies. Inappropriate teaching strategies may be considered as another cause for speaking difficulties. Al-Hosni (2014) reports that AL-Lawati (2002) found that the speaking skill is not included in final exams, that is why teachers give it less attention in their lessons, rather the focus is on writing and reading. Additionally, one of the main results of AL-Hosni (2014) is that what contributes to speaking difficulties is the focus on teaching grammar rules and vocabulary in isolation. However, it is not enough for the development of the learners' ability in speaking.

1.2.5.4. Cognitive Factors. Many students lack the necessary vocabulary to convey meaning so they cannot keep the interaction going. Also, the lack of English grammar and pronunciation mastery stand as an obstacle for speaking English (Yani et al., 2009).

1.2.5.5. Psychomotor Factors. They refer to the lack of practice in speaking English. Particularly, laziness is what inhibits them from practicing it (Yani et al., 2009).

1.2.5.6. External Factors. They refer to the negative perception of learners towards the foreign language, besides the environment in which it is used is sometime not conducive since language is taught in isolation of its cultural context. (Yani et al., 2009). This is asserted language is taught in isolation of its cultural context. (Yani et al., 2009). This is asserted in Al Nakhalah (2016) who claims that one of the speaking difficulties that learners encounter is “the lack of the target language environment [which] can be considered another problem, which of course results in a lack of involvement in real life situations.” (p. 105).

Both learners and teachers need to invest their efforts to improve learners' speaking

proficiency. Scholars have provided a variety of activities that help overcoming these obstacles and foster EFL learners speaking proficiency.

1.2.6. Activities Fostering Young EFL Learners' Speaking Proficiency

Wright (1987) states that “it is not enough for students to have a competent ability in a language if they cannot develop a conversation or discussion” (p. 2). As such, to enhance learner' speaking profeciency, teachers have to provide a variety of activities that are coupled with strategies that allow learners to practice the language.

Among the strategies that teachers can use are **pair and group works**. In this strategy, learners are divided into groups where each group consists of four or five students. As Harmer (1998) argues “if the task we wish our students to be involved in necessitates oral interaction we will probably put students in groups, especially in a language class” (p. 117). This will raise their interest, desire to talk and their ability to discuss different issues.

Discussion or Buzz groups are also useful in fostering learner' speaking proficiency. A buzz group is a cluster of learners who engage in a quick discussion before one of them summarises their discussion in public. It enables learners to draw a conclusion about a specific topic guided by the teacher, share their ideas, or find solutions (Kayi, 2006). This strategy might not suitable for children since they are not familiar with engaging in a discussion and sharing their opinions.

Questionnaires are useful as well for practicing speaking. It is very helpful to prepare talks and discussions. Learners can plan questionnaires depending on any topic and the teacher will act as a guide in order to help them in the design process. This activity is very useful for students because it pushes them to engage in a talk since they have what they want to say. For instance, students work in groups, while some ask questions, others reply to them and take notes. Then, they give a report to their classmates about what they have discussed.

Teaching the speaking skill is considered as a vigorous part of any language classroom.

Thus, instead teaching speaking through repetition of drills or memorisation of dialogues, teachers need to select activities that are coupled with different strategies that suit learners' needs and help them practice language orally. However, not all kinds of activities are suitable for young learners. The activities used with them should be as fun as possible to raise their interest and motivation. They need to be provided with a rich environment that contains a series of speaking activities that are as authentic as possible. Some of these activities are covered below.

1.2.6.1. Picture Description. According to Wright (1987) “pictures contribute to: interest and motivation; a sense of the context of the language; a specific reference point or stimulus” (p. 2). In other words, describing a picture is a way that motivates students to speak and communicate inside the classroom through the use of the FL, as it acquaints students more with the target culture. The teacher can give students a picture that is related to the lesson in order to describe what is in it orally, or give them similar pictures in order to spot the difference between them. For instance, he can provide them with a street scene with different objects to describe them (Wright, 1987). The students are supposed to say as many words as they can to describe what they see. This activity fosters their creativity and imagination as well as it enhances their public speaking. Also, it offers a learning environment in which learners both enjoy and benefit. Furthermore, it increases their attention, interest and excitement to discover different topics.

1.2.6.2. Games. They are defined by Thompson (1993) as “form[s] of play, especially a competitive one with rules” (p. 359). According to Hadfield (1993) as well, a game is “an activity with rules, a goal and element of fun.” (p. 4). From those previous definitions many researchers come to agree that games are forms of play governed by rules including a sense of competition and fun and using them combines enjoyment and practicing the language at the same time. They can be very effective to foster EFL learners' speaking ability i.e. teachers

should carefully choose games according to the objective set so that to engage learners and enable them to acquire the language rather than using it as a tool for fun only. Games play a crucial role besides creating a sense of fun; which is making learning a FL more successful as well as raising learners' confidence and motivating them to speak and produce the language. There are many types of games that teachers may include in EFL classes, such as guessing games.

Guessing games enable learners to interact with each other. In this type of games, one student hides an object and the rest of students compete to identify it. To find the answer, an individual or team asks questions and the chairperson is allowed to answer with “yes” or “no” only. That is why, Resti, et al. (nd) assert that “games can generate a lot of spontaneous speech” (p. 4). Using games, learners can produce more natural speech without being restricted to rules. Additionally, Resti, et al. (nd) claims that guessing games are considered successful in enhancing learners' speaking abilities. They motivate learners and give them confidence to speak the language.

1.2.6.3. Songs. As noted in the previous section, songs provide greater chances to teach learners the foreign culture. Songs are also very important for language development in early stages. In addition to the fact that they create a fun and relaxed atmosphere free of anxiety which makes children confident to join in; they make “children easily absorb and reproduce the language” (Džanić & Pejić, 2016, p. 42). Children reproduce the language through repetition of a set of phrases or words so that to develop their vocabulary and language structure in a fun way. Additionally, they teach children how to pronounce correctly; they are excellent sources of pronunciation, intonation, stress and accent practice (Džanić & Pejić, 2016). Moreover, songs are very important for developing young learners' fluency as Sevik (2011) claims that “songs are extremely repetitive and result in language fluency” (p. 1029). Furthermore, according to Freeman (2000) songs are beneficial for “freeing the speech

muscles and evoking positive emotions.” (p. 78). In this sense, children need to be emotionally involved and songs provide emotional experience (Džanić & Pejić, 2016). Many ways are available for teachers to choose songs and adapt the appropriate ways that fit learners’ interest and the objective of learning.

1.2.6.4. Using Chunks of Language. EFL teachers do not expect children to produce full and complete sentences. Children after being exposed to and receive input whether from teachers or from other tools, they will develop a desire to speak the language, communicate and interact in class with teachers or classmates by reproducing simple phrases they pick up from someone else. These simple phrases are referred to as “chunks” (Pinter, 2006, p. 56). The idea was clearly supported by Moon (2005) who considered “teaching children chunks may be very helpful in the early stages of language learning to enable them to take part in conversations” (p.6). He further claimed that the chunks children learn may be developed later and the children reconstruct them in new ways for further use. He stated “later they may begin to break down these phrases and recombine the words in new ways” (p. 6).

Teachers can teach them implicitly and embed them within the learning process or explicitly by exposing them to chosen chunks. The activities that are explained previously as songs, guessing games and role-play maybe good examples that learner can learn chunks from.

Conclusion

In the common sense, learning a foreign language is based on the four skills. Speaking is the productive skill that has a great significant for EFL learners and needs to be given a priority in young EFL classes due to its importance in language learning. It is noted that teachers have to implement a variety of techniques and activities to foster it and avoid the obstacles that hinder its teaching. Throughout the chapter, it was shown that culture is also a core element in teaching and learning a foreign language which helps to maximize learners

learning and better their performance. In this respect, learners' performance regarding the speaking skill can be affected by implementing different cultural approaches, techniques and activities positively. This chapter was a theoretical frame for testing the research assumptions through the fieldwork. The next chapter is thus an attempt to enrich debate raised in the previous account.

Chapter Two: Methodology, Data Analysis, and Discussion

Introduction

This chapter introduces a full explanation of the methodology used in this study to investigate the effectiveness of using cultural based techniques and activities on enhancing young EFL learners' speaking proficiency. The chapter starts with an introduction of the research methodology including; the research design, population and sample of the study, as well as, the description of the research instrument that has been used in this research which is a questionnaire. The second section is dedicated to the analysis of the collected data, and the third presents its discussion. These enable the researchers to find answers to the research questions and to test the research assumptions. By the end, some specific implications of the work and recommendations for further future research are suggested in order to overcome the limitations of this research.

2.1. Section One: Research Design and Methodology

2.1.1. Research Design and Sampling

In any research work, the research design is regarded as an important frame for the aim of obtaining data so that to answer the target research questions and test the research assumption. The current research work aims at providing data that can help to assess the effectiveness of using cultural based-techniques on enhancing young EFL learners' speaking proficiency in addition to certain activities and approaches. In order to reach this aim, this research opts for a descriptive research design which helps to describe factual and accurate data about the target population or the problem being studied. It is widely used to “describe a phenomenon and its characteristics” (Nassaji, 2015, p. 129). Moreover, it aims at describing the phenomenon in its naturalistic occurring settings without intervening to manipulate any of the variables. In the context of this research, it is used to collect data and obtain a deep understanding of the participants' views and opinions. Therefore, survey method is used by

choosing questionnaire as the data collection instrument. Due to the nature of the subject, a mixed-method approach is used to analyse the collected data.

The sample of the study i.e. the teachers of young EFL learners have not been randomly selected to be the representative of the whole population since probability sampling is inoperative in this case. The random selection of participants was obstructed by different constrictions, like the lack of teachers who have experienced teaching young learners and even the rareness of private schools that teach English to young learners, among others. In this sense, the sampling technique used in this research is non probability sampling. It is used in cases where the sampling frame is unavailable. In this regard, the sample does not need to be representative. Rather, it is a sampling method where the sample is gathered in a process that does not give all the cases equal chances of being selected. More specifically, the snowballing sampling technique has been chosen as the most suitable type. It is a type of non probability sampling that is used to identify subjects in studies where it is hard to get access to different subjects. (Brewerton & Millward, 2001, p. 118). In this case, the initial sample (53), which the researchers have opted for, was assigned to recruit further participants.

2.1.2. The Population and Sample

The population is the whole group that the study targets and to which the conclusions of the study apply. Due to the fact that all education institutions are locked and to the fact that the only way to gather data is online, the target population of the study is expanded to include all Algerian EFL teachers in private language schools who are familiar with teaching young learners. They are a main source of getting different opinions and views which have a crucial role to test the assumptions that have been formulated and to assist the process of integrating English in public primary schools. Teachers from different cities have been chosen due to the small number of teachers in the primary private schools in Tebessa.

Among this population, the sample of the current study consists of 13 teachers that belong to different private language schools in various Algerian provinces, namely, from Al-Nour School, Down Town School, Souha School, New School, and Excellence Academy in Tebessa; The British Council in Algiers; Afak School in Batna; and Professional Family School in Biskra.

2.1.3. The Research Instrument

To accomplish the aim of the study, a questionnaire is opted for as an instrument for gathering data about the research topic because of the various privileges that it offers. According to Ritchards (2005), “questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large number of subjects, and they obtain information that is easy to tabulate and analyze” (p. 6). Specifically, the designed questionnaire uses different types of questions including yes/no questions, open-ended questions, multiple choice questions, and agreement/effectiveness scale questions. The latter particularly is a 5 point Likert scale is used due to its simplicity and reliability to get answers. This type is composed of a series of statements and situations that are linked to different elements of the topic. This kind of scale borrows its name from its inventor Rensis Likert 1932.

2.1.3.1. The Aim of the Instrument. The questionnaire is opted for as the data gathering instrument for the research topic with the aim of seeking teachers’ view about the effectiveness of integrating culture at an early age to foster learners’ speaking proficiency. Additionally, it attests teachers’ views about the efficacy of different culture-based techniques, activities, and approaches in this regard.

2.1.3.2 Procedures. In order to collect data from the aforementioned sample, the distribution of the questionnaire was carried out online due to the current circumstances. The questionnaire was plotted in an interactive Google document that was sent to the initial

sample (51 teachers) through their direct emails. In order to collect the largest amount possible of responses, the questionnaire was open to responses for more than a week; however, the response rate remained very low. The first response was received two hours after the submission and the last one was received a week later.

2.1.3.3. *The Structure of the Instrument.* In order to investigate teachers' views about culture based content, techniques and activities and their effects on learners' speaking proficiency, the questionnaire begins with an introduction that aims at giving a general idea to the respondents about the nature of the research and the aim behind it, in addition to necessary guideline for answering the questions (refer to Appendix A). Then, six different sections were crafted under the following headings:

Section One: The Demographic Profile of the Teacher

This section aims at gathering general background information about the informants; these include the period of their teaching experience, the age range of their learners, and the name of the private languages school to which they belong with its location. The three questions are close-ended questions. The aim behind addressing such questions to the respondents is that their experience is clearly important on shaping their views and towards the topic, to limit the age range of young learners in which each teacher express their views depending on their experience with that range, and to show that teachers are from different settings rather than being limited to a specific one.

Section Two: Teaching the Speaking Skill

This section seeks to gather the informants' views about teaching the speaking skill. Question (4) is a yes/no question which inquires about whether respondents' believe in the importance of teaching the speaking skill to young EFL learners. Question (5) is a multiple choice question that tackles the reasons behind the respondents' focus on teaching the speaking skill in young EFL classes, in addition to the characteristics of speaking that they

target the most which are investigated through a 5 point likelihood Likert scale that contains 6 statements (question 6). Then, it collects the main obstacles that hinder the process of developing such skill through a multiple choice question (question 7). The section ends with an open-ended question (8) to gather the parameters used by teachers to assess young learners' speaking proficiency.

Section Three: Teaching Culture in Young EFL classes

This section aims at collecting teachers' views towards integrating culture in young EFL classes. It starts with a 5 point agreement Likert scale with eight statements (question 9) so that to measure respondents views towards the integration of culture in young EFL classes and if it helps in promoting the speaking proficiency. Also, it entails a multiple choice question where respondents are asked to choose whether they prefer to teach big "C" culture, small "c" culture or both (question 10). The last two questions are open-ended. Question (11) calls for the justifications of the respondents' choice in the previous question, and Question (12) seeks justification from those who are against teaching culture to young EFL learners from the onset of learning.

Section Four: My Views about the Effectiveness of Culture-Based Activities in Promoting Learners' Speaking Proficiency

This section opens up with a five point effectiveness Likert scale (question 13) that measure the respondents views about the effectiveness of the five suggested culture-based activities in boosting young EFL learners' speaking proficiency. Those activities are song, picture description, games, and chunks of language, respectively. Besides, it ends with an open-ended question to make the respondents feel free to suggest other activities that they are implementing in their young EFL classes and find effective in stimulating their learners' speaking proficiency (question 14).

Section Five: My Views about the Effectiveness of Culture-Based Techniques in Promoting Learners' Speaking Proficiency

This section tackles the common known techniques used in teaching culture. It is devoted to measure their usefulness on the scale with not effective at all, slightly effective, moderately effective, very effective, and extremely effective in developing young learners' speaking proficiency by providing eight situations (Questions 15 – 23). Each situation goes about one culture-based technique, namely the Audio Motor Unit, the Slice of Life, Cultural Islands (Authentic Environment), Role Play, Cultural Capsules, Culture Clusters, Quizzes, and Critical Incidents. After that, the section contains a multiple choice question (24) to check which of the three proposed aims is fulfilled with each technique. The section ends up with an open-ended question (25) for further suggestions of cultural techniques that could be effective in developing young EFL learners speaking proficiency.

Section Six: My Views about the Effectiveness of Different Approaches to Teaching Culture in Promoting Learners' Speaking Proficiency

This section takes measure of the effective approach that can be used to teach culture in order to promote learners' speaking proficiency. Respondents are provided with four situations; each situation represents one approach. Then, they are asked to organize them from the most effective to the least effective according to them (Question 26). Then, question (27) is an open-ended question to justify the way they order the approaches. The section is closed with an open-ended question to suggest any course book the respondent finds useful in promoting young EFL learners speaking proficiency.

The section was devoted to describe the research methodology and instruments used to collect data with its procedures and the aim behind such choice. In this regard, the collected data needs to be analyzed and interpreted; this subject is treated in the following section.

2.2. Section Two: Data Analysis

This section attempts to analyse the teachers' questionnaire in order to present the main findings that are obtained from this study. Some of the questions are analysed only in terms of frequencies and percentages while others necessitate the mean and standard deviation values or the mode. They are calculated using the Statistical Package of Social Sciences SPSS 16.0. Particularly, the mean values are interpreted according to the mean ranges presented in Table 1 in order to determine the respondents' likelihood of committing certain practices in the speaking class (question 6), agreement with the relationship between language and culture (question 9), or their views towards the use of certain activates (question 13) and techniques (question 15 - 22).

Table 1

The Explanation of the Mean Ranges

Likelihood	Agreement	Effectiveness	Mean Ranges
Highly True of me	Strongly Agree	Extremely Effective	04.20 – 05.00
Fairly much True of me	Agree	Very Effective	03.40 – 04.19
Somewhat True of me	Neutral	Moderately Effective	02.60 – 03.39
Not very much True of me	Disagree	Slightly Effective	01.80 – 02.59
Not at all True of me	Strongly Disagree	Not Effective at All	01.00 – 01.79

2.2.1. Section one: The Demographic Profile of the Teacher

Question 01: How long have you been teaching English to young learners?

Table 2

The Respondents' Teaching Experience

Teaching Experience	Frequency	Percentage
Less than a year	02	15.40%
1 Year	01	07.70%
3 Years	01	07.70%
4 Years	04	30.80%
5 Years	01	07.70%
6 Years	02	15.40 %
7 Years	01	07.70%
Over 10 Years	01	07.70%
Total	13	100%

The first question aims to know whether the respondents have enough experience in teaching young learners which may help to sharpen their views concerning what better suits young learners and adds accuracy to their answers to the subsequent questions of the questionnaire. Based on Table 2 above, the least experienced teachers have taught young learners for less than a year ($n = 2$, 15.4%), and the respondent with the greatest teaching experience, have taught English for more than ten years which constitute (7.7%) of the overall sample. Additionally, ($n = 4$, 30.8%) of the respondents have been teaching English for 4 years. Besides, ($n = 2$, 15.4%) of them state that their years of teaching experience are 2 years. Finally, each of the remaining respondents have 1 year, 3 years, 5 years, and 7 years of teaching experience, respectively.

Question 02: What is the age range of learners that you teach/have taught?

Table 3

The Age Range of Learners the Respondents Have Taught

Learners' Age Range	Frequency	Percentage
3 years and above	02	15.40%
4 years and above	01	07.70%
5 years and above	05	38.50%
6 years and above	01	07.70%
7 years and above	02	15.40%
10 years and above	02	15.40%
Total	13	100%

The results in Table 3 show the diversity in learners' ages, ranging from three years old and above. The majority of the respondents ($n = 5$, 38.5%) have taught learners from the age of 5 and above. Each 2 teachers who represent 15.4% of the whole sample teach the following categories: from 3 years old and above, from 7 years old and above, and from 10 years old and above. However, only one teacher (7.7%) teaches learners from the age of 4 and above and another teacher has experimented with learners from the age of 6 and above. It is easy to notice that, if the age of 10 years old is taken as a standard ceiling to learners' age at primary schools, all the investigated teachers have experience in teaching learners that are aged between 5 years old and 10 years old.

Question 03: Kindly mention the private school in which you are teaching and where it is situated.

Table 4 shows the different private languages schools that the respondents serve in. This question is asked with the sole aim of gathering the necessary coding of the participants. The majority of the schools are situated in Tebessa. Others are from Algiers, Biskra and Batna. ($n = 2$, 15.4%) of the teachers are serving in Al Nour school – Tebessa, Downtown School –

Tebessa, and Professional Family School – Biskra. Additionally, (n = 3, 23%) of the participants teach in the British Council, Algiers. The rest of the respondents teach in Souha School – Tebessa (n = 1, 7.7%), New School – Tebessa (n = 1, 7.7%) , Excellence Academy – Tebessa (n = 1, 7.7%) , and Afak Learning – Batna (n = 1, 7.7%).

Table 4

The Private Languages Schools to which the Respondents' Belong

The Private Languages School	Frequency	Percentage
Al Nour - Tebessa	02	15.40%
Down Town School - Tebessa	02	15.40%
Souha School - Tebessa	01	07.70%
New Town - Tebessa	01	07.70%
Excellence Academy School - Tebessa	01	07.70%
Afak Learning - Batna	01	07.70%
Professional Family School - Biskra	02	15.40%
British Council - Algiers	03	23.00%
Total	13	100%

2.2.2. Section Two: Teaching the Speaking Skill

Question 04: Do you believe that focusing on the speaking skill in your young EFL classes is of great importance?

Table 5

The Importance of the Speaking Skill in Young EFL Classes

Option	Frequency	Percentage
Yes	13	100%
No	00	00%
Total	13	100%

As shown in Table 5 above, we easily notice that all respondents agree upon the importance of focusing on the speaking skill in young EFL classes. This is attributed to the reasons that the respondents have provided and which are presented in Table 6 below.

Question 05: If your answer to the previous question is “yes”, among the following, choose the reason(s) why you find teaching the speaking skill to young learners important. (You can choose more than one answer)

Table 6

The Reasons Underlying the Importance of Teaching the Speaking Skill to Young Learners

Options	Frequency	Percentage
Young EFL learners are primarily interested in learning how to speak the language.	04	30.80%
Knowing the language helps young learners to know more about English speaking countries and cultures.	03	23.00%
Learning the spoken version of the language motivates youngsters to share information, their feelings, and ideas.	09	69.20%
Young learners overall proficiency in language is judged based on their speaking proficiency.	04	30.80%
Mastering the spoken version of the language affects their self esteem positively.	08	61.50%
Others	04	30.80%

This question is intended to obtain the reasons that underlie the importance of the speaking skill in young EFL classes. Most of the respondents have selected more than one reason for this importance. The vast majority of the respondents (n = 9, 69.2 %) agree that if young learners learn the spoken version of the language first, it will motivate them to share information, their feelings, and ideas. Additionally, (n = 8, 61.5 %) of the sample believes that

the ability to master the spoken version raises young learners' self esteem. However, (n = 4, 30.8 %) of them assume that young learners need to speak the language first as their success in a FL is judged based on their speaking proficiency. Similarly, (n = 4, 30.8 %) believe that learners are interested in speaking the language. However, only (n = 3, 23%) agree that knowing the language helps young learners to know more about English speaking countries and cultures.

Additionally, four teachers (30.8%) have listed extra reasons that lead to this importance. Three among them agree that the natural way to learn the language is to learn how to speak it. They stated that:

- “Children learn to speak a language before they get to write it or read it. Thus, it is in a natural order to start with speaking. Moreover, they have a great capacity for intake i.e. listening and reproducing what they hear unlike the other skills.”
- “In a natural context, humans learn to speak first. Hence that's the best place to start.”
- “Learning the language orally is easier for children than learning its written form.”

The fourth respondent believes that:

- “Language is communication.”

Question 06: When my young EFL learners speak during the speaking activities, I:

Statement 01: Tolerate the errors they make.

Table 7 shows that the majority of teachers (n = 5, 38.5%) accept and tolerate the errors young learners make. Additionally, (n = 3, 23%) claim that this practice is fairly much true of them. This answer was expected because errors are insignificant at the early stages of learning and much emphasis on them may hinder the acquisition process of the speaking skill. (n = 2, 15.4%) of the sample somewhat accept errors. Besides, (n = 3, 23 %) of them do not seem tolerant errors made by their young learners since they claim that this practice is not very

much true of them. Overall, the mean value ($\bar{x} = 3.77$, $s = 1.235$) shows that this practice is fairly much true of the sample.

Table 7

Teachers Tolerance of Learners Errors

Option	Frequency	Percentage	Mean	Standard Deviation
Not at all true of me	00	00%	03.77	1.235
Not very much true of me	03	23.00%		
Somewhat true of me	02	15.40%		
Fairly much true of me	03	23.00%		
Highly true of me	05	38.50%		
Total	13	100%		

Statement 02: Correct each error they make.

Table 8

Teachers Correction of Learners Errors

Option	Frequency	Percentage	Mean	Standard Deviation
Not at all true of me	03	23.00%	2.54	1.391
Not very much true of me	05	38.50%		
Somewhat true of me	02	15.40%		
Fairly much true of me	01	07.70%		
Highly true of me	02	15.40%		
Total	13	100%		

The scores shown in Table 8 confirm the scores in table 7. The collected answers revealed that the majority of teachers do not give importance to correcting errors which is indicated with the (n = 5, 38.5%) and (n = 3, 23) participants who describe the practice as being not very much true of them and not at all true of them, respectively. (n = 2, 15.4%) of the respondents somewhat correct each error made by learners and the same number of participants describe the practice highly true of them. The remaining participant (n = 1, 7.7%) describe the practice as being fairly much true to him/her. This may be due to the fact that they think that students will learn the language better and do not repeat the same mistakes again. Overall, the mean value ($\bar{x} = 2.54$, $s = 1.391$) shows that the participants correction of each error that learners commit is not very much true of them.

Statement 03: Emphasise the use of correct sentences “Grammar”.

Table 9

Teachers' Emphasis on Correct Grammar

Option	Frequency	Percentage	Mean	Standard Deviation
Not at all true of me	02	15.40%	2.92	1.382
Not very much true of me	04	30.80%		
Somewhat true of me	02	15.40%		
Fairly much true of me	03	23.10%		
Highly true of me	02	15.40%		
Total	13	100%		

From the results embodied in Table 9, it is noticed that the majority of teachers (n = 4, 30.8%) do not focus much on the use of correct grammatical structures by their learners, while (n = 2, 15.4%) of them either describe grammar correction as not at all true of them, somewhat true of them, or highly true of them. Finally, (n = 3, 23%) fairly much give it a concern. Globally, grammar correction is somewhat true of the sample ($\bar{x} = 2.92$, $s = 1.382$).

Statement 04: Emphasise correct pronunciation.

Table 10

Teachers' Emphasis on Correct Pronunciation

Option	Frequency	Percentage	Mean	Standard Deviation
Not at all true of me	01	07.70%	3.92	1.115
Not very much true of me	00	00%		
Somewhat true of me	02	15.40%		
Fairly much true of me	06	46.10%		
Highly true of me	04	30.80%		
Total	13	100%		

Expectedly, results obtained from table 09 demonstrate that the majority of respondents (n = 6, 46.1%) fairly gives emphasis to pronouncing the language correctly, while (n = 4, 30.8%) of them highly emphasise correct pronunciation. (n = 2, 15.4%) of the respondents state that their emphasis is moderated. Finally, only one teacher (7.7%) does not give concern to correct pronunciation at all. Globally, correct pronunciation is fairly much emphasised by the respondents ($\bar{x} = 2.92$, $s = 1.382$).

Statement 05: Emphasise the appropriate choice of vocabulary items.

Table 11

Teachers' Emphasis on the Right Choice of Vocabulary Items

Most of the teachers (n = 6, 46.1%) fairly draw the attention of their learners' to the correct use of vocabulary items. This answer was expected because beginners need to learn lexical items in order to express themselves. Moreover, (n = 2, 15.4%) teachers either describe the correction of vocabulary related errors as not at all true of them, not very much true of them, or somewhat true of them. Finally, one respondent (7.7%) describes the practice

as being highly true of them. Overall, the mean value ($\bar{x} = 3.15$, $s = 1.281$) shows that the participants correction of vocabulary related error is somewhat true of them.

Option	Frequency	Percentage	Mean	Standard Deviation
Not at all true of me	02	15.40%	3.15	1.281
Not very much true of me	02	15.40%		
Somewhat true of me	02	15.40%		
Fairly much true of me	06	46.10%		
Highly true of me	01	07.70%		
Total	13	100%		

Statement 06: Emphasise the use of complex and varied structures.

Table 12

Teachers' Emphasis on the Use of Complex Structures

Option	Frequency	Percentage	Mean	Standard Deviation
Not at all true of me	07	53.90%	2.08	1.320
Not very much true of me	01	07.70%		
Somewhat true of me	02	15.40%		
Fairly much true of me	03	23.00%		
Highly true of me	00	00%		
Total	13	100%		

Table 12 indicates that more than the half of the sample ($n = 7$, 53.9%) does not care about using complex structure from their learners at all. Generally, young learners are expected to use simple structures. However, three teachers (23%) fairly focus on making their young learners produce complex and varied structures. Additionally, ($n = 2$, 15.4%) and ($n = 1$, 7.7%) describe the emphasis on the use of complex structures are somewhat true of them

and not very much true of them, respectively. Overall, this aspect is not very much true of the sample ($\bar{x} = 2.08, s = 1.320$).

Question 07: The obstacles that hinder my young EFL learners' speaking proficiency are...

(You can choose more than one answer)

Table 13

Teachers' Views about the Obstacles Obstructing Learners' Speaking Proficiency

Option	Frequency	Percentage
Their concern about making mistakes	07	53.90%
Their lack of self confidence	07	53.90%
Their lack of motivation	01	07.70%
Anxiety	05	38.50%
The use of the mother tongue	08	61.50%
The lack of vocabulary	12	92.30%
The teaching method	04	30.80%
Others	02	15.40%

The collected answers reveal that all the participants but one (92.3%) believe that the main obstacle that hinders young learners speaking proficiency is the lack of vocabulary. Obviously, learners, in the first stage of learning a new language, do not possess a large vocabulary repertoire as they need time to enrich their mental lexicon through using appropriate strategies. According to (n = 8, 61.5 %) of the sample, the use of the mother tongue also stands as a main threat to the development of learners' speaking proficiency. Additionally, learners' lack of self confidence and fear of making mistakes is reported by the same number of participants (n = 7, 53.9%) as being an obstacle to speaking proficiency. Furthermore, (n = 5, 38.5%) of the respondents agree on anxiety to be one of the barriers for developing learners' speaking proficiency. Additionally, (n = 4, 30.8%) of the respondents

agree that the teaching method is the obstacle. Motivation does not seem to be a real factor that hinders young learners' speaking proficiency developments as it is reported only by one participant (7.7%).

Added to this, two teachers have suggested other obstacles such as the lack of authentic materials to teach this skill and the lack of teacher training programs that enable them to choose appropriate teaching methods. Additionally, one respondent claims that learners' opportunity to speak is limited.

Question 08: What are the parameters that you rely on to assess young EFL learners' success/ or amelioration in speaking the language?

This question is open-ended, the answers to which is analysed qualitatively. It seeks to determine the different parameters used by teachers to assess their young EFL learners' success or amelioration of their speaking skill. The answers to this question revealed interesting parameters which are listed below:

- Their ability to interact without preparation and their interaction during the classroom speaking activities
- The way they formulate sentences
- Their language processing abilities
- The use of varied vocabulary
- The information processing which the respondents have expressed as “quick response”
- Expressing ideas correctly
- Their fluency
- Their willingness to participate in one to one interactions

2.2.3. Section Three: Teaching Culture in Young EFL Classes

Question 09:

Statement 01: Teaching EFL to young learners entails the teaching of its culture.

Table 14*Teachers Views about the Inseparability of Language and Culture*

Option	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	06	46.10%	4.31	0.751
Agree	05	38.50%		
Neutral	02	15.40%		
Disagree	00	00%		
Strongly Disagree	00	00%		
Total	13	100%		

This question seeks to determine the level of agreement among teachers about the inseparability of language and culture in young EFL classes. The results displayed in Table 13 demonstrate that the majority of teachers ($n = 6$, 46.1%) strongly agree with this statement, additionally, ($n = 5$, 38.5%) of the sample agrees with it. Two teachers (15.4%) prefer to stay neutral. Overall, the sample strongly agrees with the inseparability of language and culture ($\bar{x} = 4.31$, $s = 0.751$). This signals that teaching culture is important as much as teaching the language is.

Statement 02: Culture should be integrated in the process of learning a foreign language from the onset of learning no matter how young learners are.

The findings in Table 15 indicate that the majority of respondents ($n = 6$, 46.1%) strongly agree with the fact that culture has to be integrated in the learning process from the onset of learning a FL, no matter the age of learners. Likewise, ($n = 3$, 23%) of the respondents agree with the statement. Two teachers are neutral (15.4%). Correspondingly, only two teachers disagree with the proposition (15.4%). These responses have generated a mean value of ($\bar{x} = 4.00$, $s = 1.155$) which indicate an overall agreement with this statement.

Table 15

*Teachers' Views about Integrating Culture from the Onset of Learning a Foreign Language
Regardless of Age*

Option	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	06	46.10%	4.00	1.155
Agree	03	23.00%		
Neutral	02	15.40%		
Disagree	02	15.40%		
Strongly Disagree	00	00%		
Total	13	100%		

Statement 03: Teaching language and culture simultaneously helps young learners improve their speaking proficiency.

Table 16

Teachers' Views about the Effect of Teaching Culture and Young Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Strongly agree	04	30.80%	3.77	1.092
Agree	04	30.80%		
Neutral	03	23.00%		
Disagree	02	15.40%		
Strongly disagree	00	00%		
Total	13	100%		

The scores presented in Table 16 show an equal number of responses (n = 4, 30.8%), which represents the majority of the respondents, in the strongly agree and agree options.

However, three teachers (23%) are neutral towards the effect of teaching culture on learners' speaking proficiency. Only 2 teachers (15.4%) disagree with the statement. The mean value ($\bar{x} = 3.77$, $s = 1.092$) indicates an overall agreement with this statement.

Statement 04: Using a variety of culture based techniques/ and activities gives young learners an opportunity to sharpen their spoken English.

Table 17

Teachers' Views about the Effect of Culture-Based Techniques and Activities on Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	05	38.50%	3.85	1.068
Agree	02	15.40%		
Neutral	05	38.50%		
Disagree	01	07.70%		
Strongly Disagree	00	00%		
Total	13	100%		

Table 17 shows an equal number of respondents ($n = 5$, 38.5%) who strongly agree or neutral towards the effect of culture-based techniques and activities on young EFL learners' speaking proficiency. Besides, ($n = 2$, 15.4%) agree with the statement. That is to say, the neutral respondents probably have not experimented with using different kinds of techniques and activities to teach culture. Thus, they cannot recognize the effectiveness of being eclectic in such case. Additionally, one teacher (7.7%) disagrees with the proposition. Overall, the sample agrees upon the effectiveness of culture-based techniques and activities in promoting young learners' speaking proficiency which is indicated with the mean value ($\bar{x} = 3.85$, $s = 1.068$).

Statement 05: Teaching young EFL learners the target culture affects their linguistic competence negatively.

Table 18

Teachers' Views about the Negative Effect of Teaching Young EFL Learners the Target Culture on their Linguistic Competence

Option	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	01	07.70%	2.00	1.155
Agree	00	00%		
Neutral	02	15.40%		
Disagree	05	38.50%		
Strongly Disagree	05	38.50%		
Total	13	100%		

The aim of this question is to determine whether teaching culture hinder the process of developing the linguistic competence. As illustrated in Table 18, the majority of the respondents strongly disagree and disagree, with an equal number of 5 teachers (38.5%) for each, the fact that teaching the target culture does not affect young EFL learners' linguistic competence negatively. Whereas, just one teacher (7.7%) strongly agrees, then 2 of them (15.4) prefer to stay neutral in this case. The mean value indicates the overall disagreement of the respondents ($\bar{x} = 2.00$, $s = 1.155$).

Statement 06: Young EFL learners enjoy learning the target culture.

Regarding this statement, the findings show that a considerable number of teachers, with a total of ($n = 3$, 23%) and ($n = 6$, 46.1%) strongly agree and agree, respectively, that when young EFL learners are exposed to the target culture, they enjoy the learning process. Thus, if young learners enjoy the learning process, it may be the motive for bettering their language skills, among which is speaking. Finally, four teachers (30.8%) are neutral may be

due to the fact that they are not used to teaching culture to their young learners so that they cannot decide. There is an overall agreement on the enjoyment brought by teaching culture which is prevalent in the mean value ($\bar{x} = 3.92$, $s = 0.760$)

Table 19

Teachers' Views about Young EFL learners Enjoyment of Learning the Target Culture

Option	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	03	23.00%	3.92	0.760
Agree	06	46.10%		
Neutral	04	30.80%		
Disagree	00	00%		
Strongly Disagree	00	00%		
Total	13	100%		

Statement 07: Young EFL learners find the target culture hard to understand.

Table 20

Teachers' Views about the Difficulty of the Target Culture to Young EFL Learners

Option	Frequency	Percentage	Mean	Standard Deviation
Strongly agree	01	07.70%	2.69	1.377
Agree	03	23.00%		
Neutral	04	30.80%		
Disagree	01	07.70%		
Strongly disagree	04	30.80%		
Total	13	100%		

According to Table 20, only one teacher (7.7%) disagrees with the proposed claim and ($n = 4$, 30.8%) teachers strongly disagree. While, three teachers (23%) agree and 1 teacher

(7.7%) strongly agree with the fact that it is hard for young EFL learners to understand the target culture. (n= 4, 30.8%) opted to be neutral, they neither agree nor disagree in this case. Overall, this claim was treated with neutrality by the sample ($\bar{x} = 2.69$, $s = 1.377$).

Statement 08: Teaching the target culture motivates young EFL learners to speak the language.

Table 21

Teachers' Views about the Effect of Culture on Motivating Young EFL Learners to Speak the Language

Option	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	03	23.00%	3.85	0.801
Agree	05	38.50%		
Neutral	05	38.50%		
Disagree	00	00%		
Strongly Disagree	00	00%		
Total	13	100%		

The objective behind asking this question is to determine whether teaching the target culture motivates young EFL learners to speak the language or not. Based on the results in Table 21, it is denoted that an equal number (n = 5, 38.5%) of participants agree and are neutral towards the proposition. Besides, three teachers (23%) strongly agree with this statement. The sum of these responses generated an overall agreement with the effect of the target culture on young learners' motivation across the sample ($\bar{x} = 3.85$, $s = 0.801$).

Question 10: If you agree that language and culture need to be taught simultaneously to young learners from the onset of learning, which of the following is appropriate for teaching them the target culture.

Table 22

Teachers Views about the Appropriate Aspects of Culture to be Taught to Young Learners

Option	Frequency	Percentage
A	07	63.60%
B	01	09.10%
Both	03	27.20%
Total	11	100%

The aim of this question is to determine which type of culture is appropriate to be taught to young EFL learners. The respondents to this proposition were only 11 because two participants previously expressed their disagreement with the introduction of culture to young learners from the onset of learning (Statement 2, question 9). The majority of respondents (n = 7, 63.6%) claim that it is more appropriate for young EFL learners to learn the way of life of the target social group including their customs and traditions (type of food, clothing, and ceremonies). While (n = 1, 9.10%) of them claim that it is better for young EFL learners to learn the production and contributions of the target society (art, philosophy, theatre, and music). The remaining three respondents (27.2%) have selected both options.

Question 11: Please justify your answer

Respondents were invited through this open-ended question to justify their previous choice. On the one hand, teachers who opt for teaching the way of life of the target group argue that it would be simple for young learners to digest and that it suits their age. Another respondent claims that young learners are interested in concrete things. Moreover, one respondent argues that young learners are in touch with customs and traditions more than contributions. On the other hand, teachers who prefer to teach both types of culture argue that the mixture between the two would help to attract learners' interest; thereby they learn the language better, interact, express their ideas freely, and become aware about the variations

that exist between cultures. Unfortunately, the only respondent who has opted for the second option only did not justify his/her preference.

Question 12: If you believe that the target culture should not be taught to young learners from the onset of learning, please explain why.

This question was only answered by the two participants who do not support the integration of culture from the onset of learning. The reasons behind their stance are the following:

- Teaching culture is not useful at this stage because learners just need to learn simple items as numbers and colours. Besides, the priority should be given to linguistic competence.
- Communicative competence should be developed subsequently and gradually.

2.2.4. Section Four: My Views about the Effectiveness of Cultural Based Activities in Promoting Learners' Speaking Proficiency.

Question 13: Based on your teaching experience, please, evaluate the effectiveness of each of the following cultural-based activities in stimulating young EFL learners to speak English.

Statement 01: Listening to song then repeating some chunks from them.

Table 23

The Effectiveness of Songs in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	00	00%	3.85	1.144
Slightly Effective	02	15.40%		
Moderately Effective	03	23.00%		
Very Effective	03	23.00%		
Extremely Effective	05	38.50%		
Total	13	100%		

From these answers in Table 23, it can be noticed that most of the participants find the activity extremely effective (n = 5, 38.5%). Thus, songs are a very important source to promote the speaking skills of the students. Additionally, (n = 3, 23%) see it either as very effective or moderately effective. Finally, two participants (15.4%) find the activity slightly effective. The overall mean value ($\bar{x} = 3.85$, $s = 1.144$) indicates that the activity is very effective.

Statement 02: Describing pictures

Table 24

The Effectiveness of Picture Descriptions in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	00	00%	4.08	0.954
Slightly Effective	01	07.70%		
Moderately Effective	02	15.40%		
Very Effective	05	38.50%		
Extremely Effective	05	38.50%		
Total	13	100%		

As it is shown in Table 24, most of the participants (n = 5, 38.5%) opted for the options of extremely effective and the same number of participants opted for the very effective option. Hence, for them, using pictures encourages the students to speak English. The rest of the participants consider the activity moderately effective (n = 2, 15.4 %) or slightly effective (n = 1, 7.7%). Overall, the picture description activity is regarded very effective ($\bar{x} = 4.08$, $s = 0.954$).

Statement 03: Playing games, such as trying to guess what object a classmate hides by asking questions.

Table 25

The Effectiveness of Playing Games in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	00	00%	4.23	0.832
Slightly Effective	00	00%		
Moderately Effective	03	23.00%		
Very Effective	04	30.80%		
Extremely Effective	06	46.10%		
Total	13	100%		

Table 25 represents the teachers' answers about the effectiveness of playing games inside the classroom in developing young EFL learners' speaking proficiency. As it is indicated, (n = 6, 46.1%) agree that providing learners with games is an extremely effective way of enhancing their speaking skill. It could be noticed as well that (n = 4, 30.8%) find the activity very effective. Also, (n = 3, 23%) of them see it as a moderately effective activity. These responses have led the playing games activity to be considered extremely effective ($\bar{x} = 4.23$, $s = 0.832$).

Statement 04: Reading short stories

Table 26 shows that the teachers' answers about the effectiveness of reading short stories to their learners on their speaking proficiency. It is observed that (n = 4, 30.8%) consider the activity either extremely effective or very effective. Additionally, (n = 3, 23%) consider it moderately effective. Finally, (n = 2, 15.4%) of the teachers see reading short stories as slightly effective. the overall mean value ($\bar{x} = 3.77$, $s = 1.092$) shows that the taking chunks from stories is regarded as very effective by the sample.

Table 26

The Effectiveness of Reading Short Stories in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	00	00%	3.77	1.092
Slightly Effective	02	15.40%		
Moderately Effective	03	23.00%		
Very Effective	04	30.80%		
Extremely Effective	04	30.80%		
Total	13	100%		

Statement 05: Watching cartoons and commenting on them

Table 27

The Effectiveness of Watching Cartoons in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	01	07.70%	4.15	1.214
Slightly Effective	00	00%		
Moderately Effective	02	15.40%		
Very Effective	03	23.00%		
Extremely Effective	07	53.90%		
Total	13	100%		

As it is indicated in Table 27, the majority of the participants (n = 7, 53,9%) affirm that watching cartoons is extremely effective in stimulating EFL learners to speak English, this may be due to the fact that learners can learn new vocabulary from cartoons and use it in

speaking .(n = 3, 23%) regard the activity as very effective, two participants (15.4%) regard it moderately effective, and one participant (7.7%) regard it not effective at all. However, the mean value ($\bar{x} = 4.15$, $s = 1.214$) shows that watching cartoons in order to extract language chunks is very effective in developing young learners' speaking proficiency.

Question 14: kindly suggest other culture-based activities that you find effective in promoting learner' speaking proficiency.

This open ended question is answered by 10 respondents whose answers have led to discovering other culture-based activities that help develop young learners' speaking proficiency from the point of view of the respondents. Teachers suggest the use of interviews and surveys, writing and reading stories, completing tasks after listening to audios or providing a short talk about a country they visited. Others suggested specific types of games such as jeopardy, ranking tasks and board games.

2.2.5. Section Five: My Views about the Effectiveness of Culture-Based Techniques in Promoting Learners' Speaking Proficiency.

Question 15:

Statement 01: Technique 01: The Audio Motor Unit

The views expressed plainly denote that the vast majority of teachers (n = 6, 46.1%) believe that using the audio motor unit is extremely effective for young EFL learners to behave appropriately in certain situations as it helps them to develop their speaking skill. Likewise, four teachers (30,8%) claim that this technique is very effective, then (n = 3, 23%) of the respondents consider that the technique of the audio motor unit is moderately effective. The overall mean value ($\bar{x} = 4.23$, $s = 0.832$) indicates that the audio motor unit technique of teaching culture is extremely effective in developing young learners' speaking proficiency.

Table 28

The Effectiveness of the Audio Motor Unit Technique in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	00	00%	4.23	0.832
Slightly Effective	00	00%		
Moderately Effective	03	23.00%		
Very Effective	04	30.80%		
Extremely Effective	06	46.10%		
Total	13	100%		

Question 16:

Statement 02: Technique 02: Slice of Life

Table 29

The Effectiveness of the Slice of Life Technique in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	00	00%	3.85	1.144
Slightly Effective	02	15.40%		
Moderately Effective	03	23.00%		
Very Effective	03	23.00%		
Extremely Effective	05	38.50%		
Total	13	100%		

The obtained results manifested in Table 29 show that the major portion (n = 5, 38.5%) of the respondents believe that the slice of life technique is extremely effective for developing

young EFL learners speaking proficiency. Similarly, an equal percentage of 23% participants claim that this technique is very effective or moderately effective for young learners to develop their speaking proficiency. Then, (n = 2, 15.4%) teachers believe that this technique is slightly effective. Overall, the slice of life technique is regarded very effective in developing young learners' speaking proficiency ($\bar{x} = 3.85$, $s = 1.144$).

Question 17:

Statement 03: Technique 03: Cultural Islands (Authentic Environment)

Table 30

The Effectiveness of Cultural Islands Technique (Authentic Environment) in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	01	07.70%	3.69	1.437
Slightly Effective	02	15.40%		
Moderately Effective	03	23.00%		
Very Effective	01	07.70%		
Extremely Effective	06	46.10%		
Total	13	100%		

Table 30 shows that a high percentage of participants (46.1%) believe that the cultural islands technique gives young EFL learners more chances to develop their speaking proficiency because they find themselves surrounded by the target culture environment. Meanwhile, (n = 3, 23%) of the respondents confirm that this technique is moderately effective. Two equal responses (7.7%) opted for describing the technique as very effective or not effective at all, and 2 of them stated that cultural islands are slightly effective for young learners to speak the target language. The overall mean value ($\bar{x} = 3.69$, $s = 1.437$) shows that the cultural islands technique is very effective.

Question 18:**Statement 04:** Technique 04: Role Play**Table 31**

The Effectiveness of Role Play Technique in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	00	00%	4.08	0.954
Slightly Effective	01	07.70%		
Moderately Effective	02	15.40%		
Very Effective	05	38.50%		
Extremely Effective	05	38.50%		
Total	13	100%		

Table 31 confirms that teachers believe in the effectiveness of role play as a technique that helps young EFL learners to develop their speaking skill through acting in certain real life situations. This is prevalent in (n = 5, 38.5%) of the participants claim that the method is extremely effective or very effective, in addition (n = 2, 15.4%) of the participants claim that role play is moderately effective. Besides, only 1 respondent considers role play slightly effective for young EFL learners to foster their speaking proficiency. Overall, the technique is regarded very effective ($\bar{x} = 4.08$, $s = 0.954$).

Question 19:**Statement 05:** Technique 05: Cultural Capsules

The results represented in Table 32 show that an equal percentage (30.8%) of the respondents claim that the technique of cultural capsules is extremely effective or very effective for young EFL learners to speak the target language. However, 5 teachers (38.5%) claim that this technique is moderately effective for young learners. The mean value ($\bar{x} =$

3,92, $s = 0.862$) indicates that the cultural capsules technique is very effective in developing young EFL learners' speaking proficiency.

Table 32

The Effectiveness of Cultural Capsules Technique in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	00	00%	3.92	0.862
Slightly Effective	00	00%		
Moderately Effective	05	38.50%		
Very Effective	04	30.80%		
Extremely Effective	04	30.80%		
Total	13	100%		

Question 20:

Statement 06: Technique 06: Culture Clusters

Table 33

The Effectiveness of Culture Clusters Technique in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	00	00%	4.15	0.987
Slightly Effective	01	07.70%		
Moderately Effective	02	15.40%		
Very Effective	04	30.80%		
Extremely Effective	06	46.10%		
Total	13	100%		

According to Table 33, the majority of respondents (46.1%) confirm the extreme effectiveness of cultural clusters in the development of young EFL learners' speaking skill. Additionally, (n = 4, 30.8%) teachers state that this technique is very effective, then 2 of them claim that culture clusters are moderately effective and only one of them consider the technique slightly effective. Overall, the technique is considered very effective ($\bar{x} = 4.15$, $s = 0.987$).

Question 21:

Statement 07: Technique 07: Quizzes

Table 34

The Effectiveness of Quizzes' Technique in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	00	00%	4.08	0.954
Slightly Effective	01	07.70%		
Moderately Effective	02	15.40%		
Very Effective	05	38.50%		
Extremely Effective	05	38.50%		
Total	13	100%		

Table 34 indicates that most participants with an equal number, (n = 5, 38.5%) teachers, claim that the technique of Quizzes is extremely effective and very effective for young EFL learners, which motivates them to find answers to different questions orally. Furthermore, 2 of the respondents show that this technique is moderately effective and only one considers it slightly effective. The mean value ($\bar{x} = 4.08$, $s = 0.954$) shows that the technique is very effective in developing young learners' speaking proficiency.

Question 22:

Statement 08: Technique 08: Critical Incidents

Table 35

The Effectiveness of Critical Incidents Technique in Developing Young EFL Learners' Speaking Proficiency

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	00	00%	4.31	1.032
Slightly Effective	01	07.70%		
Moderately Effective	02	15.40%		
Very Effective	02	15.40%		
Extremely Effective	08	61.50%		
Total	13	100%		

Table 35 reports that the majority of teachers (n = 8, 61.5%) claim that the technique of critical incidents is extremely effective for young EFL learners, which helps them to enhance their speaking proficiency through acting in problem-solving situations. Additionally, (n = 2, 15.4%) teachers state that this technique is very effective, and the same number believes that it is moderately effective in this statement. Moreover, only 1 teacher (7.7%) declares that this technique is slightly effective for young EFL learners. Globally, critical incidents are regarded as extremely effective in developing young EFL learners' speaking proficiency ($\bar{x} = 4.31$, $s = 1.032$).

Question 23: The techniques for teaching culture presented previously are useful in: (you can choose more than one answer for each technique

Table 36

The Explanation of the Mean Ranges

	Mean Range
Useful	<i>00.00 – 00.50</i>
Not Useful	<i>00.51 – 01.00</i>

In order to determine whether the sample agrees on the usefulness of the culture-based techniques in attaining the three presented goals, the mean values are calculated and they are interpreted according to the mean range values presented in Table 36.

Table 37 in the following page shows in what ways each of the previously investigated techniques is useful for young EFL learners. The mean value of the responses shows that the only useful technique in providing learners with factual information about appropriate behaviours in the target culture is the audio motor unit whose mean in ($\bar{x} = 0.54$, $s = 0.519$).

As regards the usefulness of the culture-based techniques in allowing learners to spot the difference between their mother culture and the target culture are the slice of life technique ($\bar{x} = 1.00$, $s = 0.000$), the cultural islands ($\bar{x} = 0.62$, $s = 0.506$), the cultural capsules ($\bar{x} = 0.69$, $s = 0.480$), and the cultural clusters ($\bar{x} = 0.85$, $s = 0.376$).

Finally, the audio motor unit ($\bar{x} = 0.85$, $s = 0.376$), the role play ($\bar{x} = 0.92$, $s = 0.277$), the cultural capsules ($\bar{x} = 0.69$, $s = 0.480$), and the critical incidents ($\bar{x} = 0.69$, $s = 0.480$) are useful in enabling students to respond properly in similar situations and they by enhance their speaking proficiency.

Table 37

The Usefulness of the Culture-Based Techniques

		Provides learners with factual information about appropriate behaviours in the target culture				Allows learners to spot the difference between their mother culture and the target culture				Enables students to respond properly in similar situations and they by enhance their speaking proficiency			
Options		Frequency	Percentage	Mean	Standard Deviation	Frequency	Percentage	Mean	Standard Deviation	Frequency	Percentage	Mean	Standard Deviation
The Audio Motor Unit	Useful	07	53.90%	0.54	0.519	03	23.00%	0.23	0.439	11	84.60%	0.85	0.376
	Not Useful	06	46.10%			10	77.00%			02	15.40%		
Slice of Life	Useful	02	15.40%	0.15	0.376	13	100%	1.00	0.000	04	30.80%	0.31	0.480
	Not Useful	11	84.60%			00	00%			09	69.20%		
Cultural Islands	Useful	06	46.10%	0.46	0.519	08	61.50%	0.62	0.506	05	38.50%	0.38	0.506
	Not Useful	07	53.90%			05	38.50%			08	61.50%		
Role Play	Useful	06	46.10%	0.46	0.519	05	38.50%	0.38	0.506	12	92.30%	0.92	0.277
	Not Useful	07	53.90%			08	61.50%			01	07.70%		
Culture Capsules	Useful	05	38.50%	0.38	0.506	09	69.20%	0.69	0.480	09	69.20%	0.69	0.480
	Not Useful	08	61.50%			04	30.80%			04	30.80%		
Culture Clusters	Useful	05	38.50%	0.38	0.506	11	84.60%	0.85	0.376	06	46.10%	0.46	0.519
	Not Useful	08	61.50%			02	15.40%			07	53.90%		
Quizzes	Useful	06	46.10%	0.46	0.519	05	38.50%	0.38	0.506	06	46.10%	0.46	0.519
	Not Useful	07	53.90%			08	61.50%			07	53.90%		
Critical Incidents	Useful	06	46.10%	0.46	0.519	03	23.00%	0.23	0.439	09	69.20%	0.69	0.480
	Not Useful	07	53.90%			10	77.00%			04	30.80%		

Question 24: Kindly suggest other cultural-based techniques that you find effective in promoting learners’ speaking proficiency.

Respondents were invited through this question to suggest and add any other technique of teaching culture that could be effective in promoting learners’ speaking proficiency. Only two respondents collaborated in suggesting the use of authentic materials, humour, stimulating discussions, and online lessons then having a quiz about them. However, these suggestions are not techniques in themselves but they can form part of any of the eight covered techniques.

2.2.6. Section Six: My Views about the Effectiveness of Different Approaches to Teaching Culture in Promoting Learners’ Speaking Proficiency.

Question 25: The following situations represent four different approaches to teaching culture. Please read the situations, then organize the four approaches on a scale from one to four based on their effectiveness according to you.

Table 38

Respondents’ Evaluation of the Effectiveness of the Four Approaches of Teaching Culture in Developing Young Learners’ Speaking Proficiency

	The Mono-cultural Approach			The Comparative Approach			The Intercultural Approach			The Multicultural Approach		
Option	Frequency	Percentage	Mode	Frequency	Percentage	Mode	Frequency	Percentage	Mode	Frequency	Percentage	Mode
1	03	23.00%	3	01	07.70%	3	02	15.40%	2	07	53.80%	1
2	01	07.70%		03	23.00%		08	61.50%		01	07.70%	
3	05	38.50%		05	38.50%		01	07.70%		02	15.40%	
4	04	30.80%		04	30.80%		02	15.40%		03	23.00%	
Total	13	100%		13	100%		13	100%		13	100%	

The ranking of the four approaches to teaching culture according to their effectiveness is achieved through the interpretation of the calculation of the mode. The analysis of the results in Table 39 indicates that the multicultural approach is regarded as the most effective approach for teaching culture. It is ranked the first according to the mode value ($M_o = 1$). The second position in the ranking is for the intercultural approach ($M_o = 2$). Finally, both the comparative approach and the mono cultural approach were ranked third ($M_o = 3$) which make them the least effective for teaching culture to young EFL learners according to the respondents.

Question 26: Please explain the organization of the approaches that you have provided

The answers obtained from this question, help conceptualise the vision of the respondents towards the approaches of teaching culture and the reasons that shaped their ranking. The teachers who have justified their ranking of the mono-cultural approach as the most effective justify their ranking by the fact that presenting only one culture to young learners would be less confusing to them. Once they understand the target culture, the scope can be enlarged so that learners' curiosity will rise by time and they will be more likely to tolerate differences.

Respondents who have opted for the comparative approach as the most effective attribute this to the fact that exposing learners to different cultures simultaneously makes learners contrast their knowledge with the outside world and distinguish the similarities and differences that co-exist within cultures even within the same country. This leads learners to become aware of the different cultures and develop positive attitudes towards them and accept them. Besides, this approach is deemed inclusive of all the previous ones.

Question 27: Based on your teaching experience, kindly suggest (a) course book (s) that you find useful in sharpening young EFL learners' speaking proficiency through teaching the target culture.

Only eight respondents have suggested a variety of course books that education practitioners can use in order to frame a course for teaching English at primary schools. The rest of the participants either could not recall the name of a course book or they used to rely on none. The titles of the suggested books are: The Primary Plus (British council course book), Time to Talk course book, all the editions of Headway course book, Kids' Box, Get Smart, and Go Getter (Pearson).

2.3. Section Three: Discussion of the Results

For the sake of testing the research assumptions and finding answers to the research questions that were formulated at the beginning of this study, the questionnaire was used as a means for collecting data. The following results came out after a deep analysis of the teachers' questionnaire.

Answering the First Research Question “What views do Algerian EFL teachers have towards the effect of teaching culture on young EFL learners speaking proficiency?”

Based on the findings of the study, it is vital now to find an answer to the first research question and to show whether its following assumption, which state that “Teachers regard the integration of culture at an early age in the process of teaching/learning in young EFL classes beneficial for promoting learners' speaking proficiency,” is confirmed, partially confirmed or rejected.

The questionnaire respondents are teachers from private languages schools that are experienced with young EFL learners, hence they are aware about what suits young learners better (approaches, techniques, activities and materials) and their views are enlightening in this regard. Before delving into their views towards the effect of teaching culture on young learners' speaking proficiency, it was necessary to confirm whether they focus on the speaking skill in their classes. Indeed, the results obtained from the questionnaire indicate that the whole sum of respondents agree that teaching the speaking skill in young EFL classes is

of great significance. Hence, the speaking skill is prioritised for beginners. This confirms McKay (2006) claim who notes that the EFL content instruction in the first two years focuses on developing young learners' listening and speaking. Just as Cameron (2001, 2003) who also asserts the need to foster young learners' oral language skills. However, teachers' views about the importance of teaching the speaking skill show disagreement with AL-Lawati (2002) findings as reported by AL-Hosni (2014), that teachers give less attention to the speaking skill since it is not included in final exams.

The respondents have given as well insights into the appropriate practices that teachers follow in order for their learners to attain speaking proficiency. The mean values indicated in Table 7 and 10 show that among these practices is that teachers need to avoid too much emphasis on correcting errors made by learners; and if they decide to correct some errors, they fairly give emphasis to correct pronunciation, they reserve vocabulary and grammar correction a second position, however, they do not focus at all on the use of complex structures. Additionally, the parameters used by teachers to assess their young learners' speaking proficiency are in terms with the fact that fluency, accuracy, and complexity are used as the primary characteristics to assess learners' oral performance. Housen and Kuiken (2009) assert that these characteristics are "used both as performance descriptors for the oral and written assessment of language learners as well as indicators of learners' proficiency underlying their performance" (p. 1). However, the respondents did not give much concern to complexity because young learners are not expected to produce and formulate complex sentences using complex structures. Errors are signs of learning and what matter at this stage is fluency because errors are insignificant and too much emphasis on them may hinder the natural acquisition of the speaking skill and the overall proficiency of learners.

Furthermore, teaching the speaking skill to young learners is not an easy task where all teachers affirmed the existence of a set of obstacles that their young learners face among

which is the lack of vocabulary, the use of the mother tongue, the lack of self confidence, and the teaching method. Cameron (2001, 2003) asserts that the obstacles, young EFL learners face, make improving their speaking proficiency a challenging task. Contrary to the obtained results, AL-Lawati (2002) as reported by AL-Hosni (2014) does not regard the teaching method as one of the obstacles young learners face. In reality, the aim, which is in this case developing learners' speaking proficiency, is hard to attain without appropriate teaching methods. The latter entails as well a set of techniques and it is enveloped under a specific approach. In this regard, integrating culture in young EFL classes was the proposed core element to overcome obstacles and reach the speaking proficiency goal.

Indeed, there is an overall agreement among the respondents on the inseparability of language and culture and the importance of its integration from the onset of learning even with young learners. This goes with the views of Mitchell and Myles (2004) who claim that "language and culture are not separate, but are acquired together, with each providing support for the development of the other" (p.235). It is particularly important to integrate culture from an early age in order to raise learners who excel at linguistic competence but fail in the intercultural communicative one. Besides, teaching culture to young learners is supported by English for Young Learners Programs (EYL), such as Foreign Language Exploratory or Experience (FLEX) and Foreign Language in Elementary School (FLES) programs. On the ground of this, it is fairly certain that learners' cultural awareness will be raised which will contribute to language proficiency (Kramesh, 1989). Additionally, there is a general agreement among respondents on the positive effect of teaching language and culture simultaneously on learners speaking proficiency (Table 16).

Furthermore, the vast majority of teachers weaken the proposition that teaching culture at an early stage affects linguistic competence negatively. Hence, it can be said that exposing learners to the target culture fairly enhances their linguistic competence. In this respect,

McKay (2003) asserts that culture has a linguistic significance, it affects the linguistic dimension itself. Thus, the 15.40% of the sample who showed disagreement with integrating culture in young EFL classes claim that priority goes to linguistic competence and claim as well that learners are learning only isolated items, such as colours, days, and numbers; therefore, culture is useless. However, it is better to make young learners learn the intended items in their cultural contexts by creating the right authentic environment. Surrounding them with culture would ease vocabulary acquisition. Respondent's views have also provided insight into the appropriate cultural content to be presented to young learners. Small "c" culture is preferred over big "C" culture by almost all teachers. It is likely to be simple for young learners to understand mainly that learners at that stage are interested in concrete things. That is to say, "small 'c' culture at the beginners' stage, and high culture at the advanced stage" (Long-fu, 2001, p. 37). This idea is asserted as well in the Direct Method.

At this stage, based on these findings, it is vital to assume that the first research question is answered through the data obtained from the second and third section of the questionnaire. Almost all teachers fairly agree with the effectiveness of integrating culture in promoting young EFL learners' speaking proficiency. Therefore, the first research assumption is confirmed. Teachers regard the early exposure to the target culture in the process of teaching/learning in young EFL classes as valuable for promoting learners' speaking proficiency since young learners enjoy culture (Table 19), they find it easy to understand (Table 20), and culture-based content that relies on a variety of culture techniques and activities motivates them to speak the target language and sharpens their spoken English (Table 21); by so doing this improves their speaking proficiency.

Answering the Second Research Question “How do teachers evaluate the efficacy of different cultural based activities, techniques and approaches on developing young EFL learners’ speaking proficiency?”

The findings gained from the fourth, fifth and sixth sections of the questionnaire provide an answer to the second question as well as test the following assumption “Teachers assert the efficacy of songs, guessing games, picture description activities; the audio motor unit, the slice of life, the role play and cultural island techniques; and the comparative approach in promoting young EFL learners’ speaking proficiency.” Since this research question and its related assumption have three different facets, the discussion of results is divided into three sub sections

2.3.1. Teachers’ Views about the Effectiveness of Culture-Based Activities in Promoting Young EFL Learners’ Speaking Proficiency

The respondents find the variety of proposed activities that are designed based on different aspects of culture useful and helpful in stimulating young EFL learners’ speaking proficiency. The mean value displayed in Tables (23-27) shows that overall all the proposed activities are effective with varying degrees. Particularly, songs, picture description, languages chunks extracted from short stories and cartoons are regarded very effective, and guessing games are regarded extremely effective in promoting learners’ speaking proficiency. This proves the efficacy of culture-based activities on boosting young learners’ speaking proficiency. This result bridges a gap in the literature since the topic has rarely been investigated empirically.

2.3.2. Teachers’ Views about the Effectiveness of Culture-Based Techniques in Promoting Young Learners’ Speaking Proficiency

According to the respondents’ experience, all the proposed techniques for teaching culture are either very effective or extremely effective in promoting young learners’ speaking

proficiency; this was shown through the mean values indicated in Tables (28 – 35). Particularly, the audio motor unit and critical incidents techniques are regarded extremely effective. Additionally, the slice of life, cultural islands (authentic environment), role play, cultural capsules, culture clusters, and quizzes are considered very effective. An adequate implementation of the various culture-based techniques to acquaint young EFL learners with aspects of culture is effective in enhancing their speaking proficiency.

Moreover, all the techniques are useful in at least one of the proposed goals. Particularly, the audio motor unit is useful not only in providing learners with factual information about how to behave appropriately in the target culture, but also in how to act it out. The slice of life and cultural islands, and culture clusters techniques are useful in showing learners the difference between their culture and the target one. Besides, the role play and critical incidents techniques are very useful for students to act out the target culture scenarios. Finally, the culture capsule is useful both in comparing the mother and target culture and in responding in actual situations. These insights show the importance of being eclectic in the use of cultural techniques to achieve the intended goals of teaching culture (Lafayette & Schulz, 1989).

2.3.3. Teachers' Views about the Effectiveness of Different Approaches in Promoting Young Learners' Speaking Proficiency

According to the mode values shown in Table 39, the multicultural approach is ranked as the most effective approach that guarantees the development of learners' speaking proficiency. The intercultural approach is ranked second, and the mono cultural and comparative approaches are ranked last. This is due to the fact that all the other approaches are likely to be covered under the multicultural approach. In the absence of empirical literature about the classification of these approaches, comparison to previous research is not possible. However, from a personal point of view, this approach does not seem appropriate for

young learners due to its complexity. Young learners are better exposed to simple matters. As such, the comparative approach seems the most appropriate one. Learners have just to know about the target culture and then compare it with their own culture in order to figure out that the target culture differs from their own.

On this basis, it can be inferred that the second research question is answered through the data obtained from the fourth, fifth and sixth section of the teachers' questionnaire. All respondents show agreement with the effectiveness of all proposed techniques, activities and one of the approaches which is the multicultural approach. On that account, the second hypothesis is partially confirmed. Although, teachers assert the efficacy of songs, guessing games, picture description, and language chunks activities, the audio motor unit, slice of life, role play, and cultural island techniques, they assert as well the efficacy of the culture capsules, culture clusters, critical incident, and quizzes techniques which were assumed by the researcher as inappropriate to the learners' age. According to them, the multicultural approach is the effective one for young learners not the comparative as it was assumed. Implementing all of these together helps young learners to connect with the real life since the teaching of cultural content should not remain "incidental and something subordinated to the teaching of language" (Long-fu, 2001, p. 38).

This section gave an insight into the interpretation of the statistical results of the teachers' questionnaire which has demonstrated that Algerian teachers appreciate the implementation of culture-based techniques in promoting young EFL learners speaking proficiency.

2.4. Limitations of the Study

Every research work is confronted without constraints; throughout our research we have faced plenty of difficulties that lead up this study to have a number of limitations which are the following:

- The sudden vacation and quarantine led all schools to close their doors due to the pandemic of Covid-19. This had an influence on conducting this research which was meant to be experimental. In fact, all the phases of the experiment were scheduled in order to be carried out at Excellence Academy private school; the Pre-test particularly was planned on Thursday the 12th of March. Even further research to prepare the treatment phase had been done. Later, the prepared pre-test was utilized indirectly in the questionnaire.
- Questionnaires are self reported; hence, the respondents' answers may not reflect reality fully (Angers, 1997), additionally, reliance on one data collection tool limits the validity of our research. As such, it is difficult to assume that young EFL learners would develop their speaking proficiency through the use of Culture-Based Techniques and Activities.
- The second research instrument was meant to be a content analysis of a text book that private languages schools' teachers recommend. The content analysis was planned with the aim of checking the cultural content, techniques and activities implemented in teaching young EFL learners. However, the researchers faced difficulties to find available textbooks.
- Due to the rareness of private schools that teach English to young learners, the pandemic of covid-19, and the quarantine, the researchers face difficulties to find teachers; as such, the number of respondents was limited and not representative.

2.5. Pedagogical Implications

The research we have actually undertaken is an attempt to shed light on the effectiveness of culture-based techniques and activities in the development of young EFL learners' speaking proficiency. It led us to conclude that such variation of techniques is really valuable. The following are some implications for both textbook designers and teacher of young EFL learners:

- Textbook designers should include aspects of culture in the curriculum of primary school learners because with no appropriate cultural curriculum no FL teaching/ learning can occur.
- Textbook designers should design various activities based on different aspects of culture regarding their appropriateness to learners' age in order to motivate them to speak the language and perform better. Such activities can be picture description, songs, games, and short stories.
- Teachers should not teach only the target culture but rather devote space to their own culture and the other cultures that exist within their own country; therefore, learners will be aware of cultural diversity and can discuss and compare the similarities and differences that exist among cultures. Such approach would help learners develop positive attitudes towards different cultures and by so doing develop their Intercultural Communicative Competence gradually.
- Teachers should be eclectic and vary the use of different techniques to teach culture which would help to create an authentic cultural environment that motivates young learners to speak the language. With this in mind, the techniques have to be adequately selected and suit learners' age.
- Teachers should make learners feel free to make errors, teach them to respect each others' mistakes, and make them aware that it is considered as a part of the learning process. As a result, hesitation and fear of making mistakes that hinder them to speak would be overcome.
- Since previous research avow the poor level of EFL learners in speaking, teachers have to focus on working and developing this skill at an early age through using different kind of activities with the selection of appropriate authentic materials. Equally important is the of

teaching culture through using culture-based techniques, as it would help to overcome this issue and make learners interested in speaking the language.

2.6. Recommendation for Further Research

The debate of developing young EFL learners' speaking proficiency is still ongoing, further studies can overcome previous limitations and issues among which are the following propositions.

- Investigating the effect of culture-based techniques on developing young EFL learners' speaking proficiency over a long period of time following an experimental research design.
- The effectiveness of culture-based content may not be observed only at the level of the language skills but also at the level of psychological factors. Thus, assessing the efficacy of culture-based content in raising learner's motivation is interesting.
- Throughout the study and the preparation of the treatment phase, it had been noticed that culture-based techniques and activities would help learners' to acquire vocabulary. In this sense, it is recommended to shed light on this insight.

General Conclusion

Teaching culture is, in fact, an important aspect that may affect learners' speaking proficiency. Thus, the current study has focused on integrating aspects of culture from the first time learners start to learn English as a Foreign Language. Therefore, the main objective of this research is to focus on implementing culture-based techniques and activities that suit young EFL learners in order to enhance their speaking performance.

This work includes two chapters. The first chapter was devoted to review the related literature to both variables. It consists of two sections. The first section highlights a general overview about teaching culture taking into consideration its main elements that should be followed. The second section sheds light on the speaking skill as one of the major skills that should be developed at an early age through applying cultural based techniques.

The second chapter starts with a full description of the research methodology followed in the study, in addition to the data gathered which are then analyzed and interpreted. Finally, it is concluded by mentioning the limitations of the current research, its pedagogical implications, and some useful recommendations for future research. In this chapter, the research questions and assumptions are answered through the results obtained from the administered questionnaire by the researchers to Algerian primary private schools teachers. Regarding to the first research question which inquires about Algerian teachers of primary private schools views towards the integration of culture at an early age and its effect on speaking proficiency, it is found that the majority of teachers agree on teaching culture to young EFL learners. They believe that culture should be integrated from the onset of learning a foreign language. Besides, all teachers are convinced by the fact that teaching language and culture simultaneously has a great significance on enhancing young EFL learners' speaking proficiency. Thus, the first research assumption is totally confirmed. Moving to the second research question, it targets the different culture-based activities, techniques and approaches

that are effective in developing young EFL learners' speaking proficiency. The results show that teachers assert the efficacy of eight different techniques for teaching culture, namely the audio motor unit, the slice of life, role play, cultural islands, culture capsule, culture clusters, quizzes, and critical incidents techniques. Accordingly, the questionnaire findings reveal that teachers confirm the effectiveness of implementing the multicultural approach of teaching culture in order to promote young EFL learners speaking proficiency. Thusly, the second research assumption is partially confirmed. Finally, the obtained results confirm that integrating culture from the first stage of learning a foreign language and implementing culture based techniques, activities and approaches have a great significance in promoting young EFL learners' speaking proficiency.

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Appendix A: The Teachers' Questionnaire



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Larbi Tebessi University -Tebessa
Faculty of Letters and Languages
Department of Letters and English Language
Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of an academic research that is designed to investigate “The Effectiveness of Cultural Based Techniques and Activities in Developing Young EFL Learners’ Speaking Proficiency”. The aim, therefore, is to attest your views about the suitability of different techniques for developing young EFL learners’ speaking proficiency.

Since education practitioners are negotiating the introduction of English in primary schools in Algeria, the study addresses Young EFL learners in particular. You, private school teachers, are apt to answering this questionnaire because you are familiar with teaching learners below the age of 10.

Thank you, in advance, for investing your time and effort to share your views. Your input is very important and greatly appreciated.

Be assured that your answers are needed only for the purpose of the research and will remain confidential.

Guidelines: Please, choose the option that describes your point of view the most, and provide a full answer when required.

Thank you for your valuable cooperation.

Section One: The Demographic Profile of the Teacher

1. How long have you been teaching English to young learners?

.....

2. What is the age range of learners that you teach/have taught?

.....

3. Kindly mention the private languages school in which you are teaching and where it is situated.

.....

Section Two: Teaching the Speaking Skill

4. Do you believe that focusing on the speaking skill in your young EFL classes is of great importance?

a. Yes

b. No

5. If your answer to the previous question is “yes”, among the following, choose the reason(s) why you find teaching the speaking skill to young learners important. (You can choose more than one answer)

a. Young EFL learners are primarily interested in learning how to speak the language.

b. Knowing the language helps young learners to know more about English speaking countries and cultures.

c. Learning the spoken version of the language motivates youngsters to share information, their feelings, and ideas.

d. Young learners overall proficiency in language is judged based on their speaking proficiency.

e. Mastering the spoken version of the language affects their self esteem positively.

Others

6. When my young EFL learners speak during the speaking activities, I:

The Statements	Not at all true of me	Not very much true of me	Somewh at true of me	Fairly much true of me	Highly true of me
1. Tolerate the errors that they make.					
2. Correct each error they make.					
3. Emphasise the use of correct sentences “Grammar”.					
4. Emphasise correct pronunciation.					

5. Emphasise the appropriate choice of vocabulary items.					
6. Emphasise the use of different complex and varied structures.					

7. The obstacles that hinder my young EFL learners' speaking proficiency are:
(you can choose more than one answer).

- a. Their concern about making mistakes
- b. Their lack of self confidence
- c. Their lack of motivation
- d. Anxiety
- e. The use of the mother tongue
- f. The lack of vocabulary
- g. The teaching method

Other

8. What are the parameters that you rely on to assess young EFL learners' success/ or amelioration in speaking the language?

.....

Section Three: Teaching Culture in Young EFL classes

9. Using the following agreement scale, please provide your point of view about each of the following statements.

The statements	Strongly Agree	agree	Neutral	Disagree	Strongly Disagree
1. Teaching EFL to young learners entails the teaching of its culture.					
2. Culture should be integrated in the process of learning a foreign language from the onset of learning no matter how young learners are.					
3. Teaching language and culture simultaneously helps young learners improve their speaking proficiency.					

4. Using a variety of culture-based techniques/ and activities gives young learners an opportunity to sharpen their spoken English.					
5. Teaching young EFL learners the target culture affects their linguistic competence negatively.					
6. Young EFL learners enjoy learning the target culture.					
7. Young EFL learners find the target culture hard to understand.					
8. Teaching the target culture motivates young EFL learners to speak the language.					

10. If you agree that language and culture need to be taught simultaneously to young learners from the onset of learning, which of the following is appropriate for teaching them the target culture (You can choose more than one answer).

- a. The way of life of the target social group including their customs and traditions (type of food, clothing, and ceremonies)
- b. The productions and contributions of the target society (art, philosophy, theatre, and music)
- c. Both

11. Please, justify your answer in (10)

.....

12. If you believe that the target culture should not be taught to young learners from the onset of learning, please explain why.

.....

Section Four: My Views about the Effectiveness of Culture-Based Activities in Promoting Learners' Speaking Proficiency

13. Based on your teaching experience, please, evaluate the effectiveness of each of the following culture-based activities in stimulating young EFL learners to speak English.

The statements	Not Effective at all	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective
1. Listening to songs then repeating some chunks from them					
2. Describing pictures					
3. Playing games, such as trying to guess what object a classmate hides by asking questions					
4. Reading Short stories					
5. Watching cartoons and commenting on them					

14. Kindly suggest other culture-based activities that you find effective in promoting learners' speaking proficiency.

.....

Section Five: My Views about the Effectiveness of Culture-Based Techniques in Promoting Learners' Speaking Proficiency

Kindly read each of the following situations in which different techniques for teaching culture are used to acquaint learners with an aspect of culture, and then decide on the scale of one to five on their usefulness in enhancing young EFL learners' speaking proficiency

15. Technique 01: The Audio Motor Unit

The aim of the lesson is to teach learners how to behave properly in line in order to buy a bus ticket.

I organize the classroom arrangement in an appropriate way for the event.

I give learners verbal instructions about how to behave appropriately in this situation (for example, how to ask for the ticket's price, what to say if someone is in a hurry and s/he wishes to take your turn or what to say if someone accidentally hits you). Then everyone is given a chance to try out under my instructions.

1 2 3 4 5
Not effective at all Extremely effective

16. Technique 02: Slice of Life

The aim is pointing the cultural differences between the mother culture and the target culture in the event of going to a picnic.

At the beginning of the session, I play a song, cartoon, or pictures about going to a picnic.

Then I give learners an opportunity to talk about its content for two minutes, and then the whole class discusses in what way the target culture practices highlighted in the provided material differ from their own.

1 2 3 4 5
Not effective at all Extremely effective

17. Technique 03: Cultural Islands (Authentic Environment)

The aim is to surround learners with the target culture in the classroom environment.

I ask my young learners to bring a proverb from the target culture, we discuss it in class, and then we hang it on the wall together with relevant pictures of the situations in which it is used so that we can comment on them whenever they are relevant to the lesson.

1 2 3 4 5
Not effective at all Extremely effective

18. Technique 04: Role Play

The aim is to teach learners about an exchange that takes place in a Taxi between the Taxi driver and the passenger within the frame of the target culture.

I assign the roles to two learners in a turn and give them the following instructions:

The learner performing the passenger in the Taxi need to say the following: 1. Greet the taxi driver and say where you want to go, ask about the price 2. Answer the Taxi driver's question and ask what kind of weather he likes. 3. Say that you like swimming a lot and that you are learning how to swim.

The learner performing the Taxi driver needs to say the following: 1. Greet the passenger back, ask him where you want to go, say the price, 2. talk about the weather, ask the passenger if he likes this weather, 3. answer the passenger's question, boast that your brother has won the school swimming competition, ask if the passenger likes swimming.

1 2 3 4 5
Not effective at all Extremely effective

19. Technique 05: Cultural Capsules

The aim is to make young learners present an aspect of the target culture then discuss in what ways it differs from their own.

I ask my learners to prepare a talk of 5 to 10 minutes about how to talk to friends vs. how to talk to strangers in the target culture.

1 2 3 4 5
Not effective at all Extremely effective

20. Technique 06: Culture Clusters

The aim is to show learners the difference between the mother culture and the target culture with regards to a cluster of related capsules.

After my young learners present related culture capsules in four different sessions about family size, house pets, housework division, and family gatherings, the four capsules are grouped together in the subsequent session in order to discuss the whole cluster.

I divide my learners into groups. Then, I ask them to perform a dialogue that covers the whole cluster.

1 2 3 4 5
Not effective at all Extremely effective

21. Technique 07: Quizzes

The aim is to motivate my young learners to find answers to different questions orally.

I give my learners some questions about British meals and drinks, such as what are the common meals eaten by the British people? What are the common drinks youngsters and adults drink? Where they eat their meals mostly? The learners figure out the correct answer through guessing.

1 2 3 4 5

Not effective at all Extremely effective

22. Technique 08: Critical Incidents

The aim is to create a problem-solving situation and enable learners to decide upon the solution.

I ask my young learner to imagine that s/he has met a friend that s/he has not seen for a long time. Suddenly, his/her parent arrives to pick him/her up for an emergency, and s/he finds him/herself obliged to leave.

In this regard, I ask the learner about what will s/he say to his/her friend before leaving. Then, each learner's decision is discussed with the whole group. Finally, the teacher compares their decisions to those of the target culture natives.

1 2 3 4 5

Not effective at all Extremely effective

23. The techniques for teaching culture presented previously are useful in: (You can choose more than one answer for each technique)

The Techniques	Provides learners with factual information about appropriate behaviors in the target culture.	Allows learners to spot the difference between their mother culture and the target culture.	Enables students to respond properly in similar situations and thereby enhance their speaking proficiency.
The Audio Motor Unit			
Slice of Life			
Cultural Islands			

Role Play			
Culture Capsules			
Culture Clusters			
Quizzes			
Critical Incident			

24. Kindly suggest other culture-based techniques that you find effective in promoting learners' speaking proficiency.

.....

Section Six: My Views about the Effectiveness of Different Approaches to Teaching Culture in Promoting Learners' Speaking Proficiency

25. The following situations represent four different approaches to teaching culture. Please read the situations, then organize the four approaches on a scale from one to four based on their effectiveness according to you.

I give my young learners a dialogue to perform which is about celebrating Christmas.

This approach presents the target culture only. (The Mono-cultural approach)

I give my young learners two dialogues to perform. One group performs the celebration of Christmas, and the other group celebrates the Islamic New Year Day.

This approach aims at helping learners spot the differences and similarities between the mother and the target culture. (The Comparative Approach)

I give my young learners two dialogues to perform. One group performs the celebration of Christmas, and the other group performs the celebration of the Islamic New Year Day, with the aim of enabling learners to build positive attitudes towards the target culture through showing them that unity is in diversity. Learners are then likely to accept and respect the differences of the target culture. (The Intercultural approach)

I give my learners three dialogues to perform. One group performs the celebration of Christmas, the second group performs the Islamic New Year Day celebration, and the third group performs Yennayer The Amazigh New Year celebration. This approach helps learners to realise that within the same boundaries there can exist more than one culture. (The Multicultural Approach).

26. Please explain the organization of the approaches that you have provided.

.....

27. Based on your teaching experience, kindly suggest (a) coursebook(s) that you find useful in sharpening young EFL learners' speaking proficiency through teaching the target culture.

.....

Résumé

Les initiatives d'inclusion de l'anglais aux écoles primaires publiques Algériennes, suscitent la nécessité de développer un programme national qui assure une expérience d'apprentissage satisfaisante. La culture est l'un des éléments fondamentaux pour l'apprentissage d'une langue car elle intervient avec toutes les compétences linguistiques, y compris la parole. En conséquence, cette étude vise à améliorer la maîtrise de l'anglais des jeunes apprenants grâce à l'utilisation des techniques basées sur la culture. Elle vise à recueillir les points de vue des enseignants dans les écoles de langues privées en Algérie concernant l'effet de l'enseignement de la culture sur la maîtrise de la parole des apprenants. En outre, il cible l'évaluation des enseignants concernant l'efficacité des différentes techniques, activités et approches fondées sur la culture pour promouvoir la maîtrise de la parole des jeunes apprenants. Par conséquent, il est supposé que les enseignants considèrent l'intégration de la culture comme bénéfique. En outre, on suppose qu'ils affirment l'efficacité de l'unité motrice audio, la tranche de vie, le jeu de rôle et les techniques de l'îlot culturel; des chansons, des descriptions d'images, des jeux et des activités linguistiques; et l'approche comparative. À cette fin, un plan de recherche descriptif et une approche de méthode mixte d'analyse des données sont adoptés. À ce titre, un questionnaire a été administré à 13 enseignants d'écoles privées de langues. Les données obtenues ont été analysées statistiquement en termes de fréquences, pourcentages, valeurs moyennes et modes. Ils ont dévoilé que les enseignants considèrent le développement des compétences orales des jeunes apprenants comme une priorité. Ils estiment également que l'enseignement de la culture aux jeunes apprenants est bénéfique pour promouvoir la maîtrise d'une telle compétence. Enfin, ils évaluent l'efficacité de toutes les techniques et les activités proposées et l'approches multiculturelles.

Les Mots Clés: Culture, La parole, Jeunes apprenants, Techniques basées sur la culture, Activités basées sur la culture, Approche basées sur la culture.

ملخص

تحت مبادرات إدراج اللغة الإنجليزية كمقرر إلزامي في المدارس الابتدائية الحكومية الجزائرية على الحاجة إلى تطوير منهج وطني يضمن تجربة تعليمية مرضية. الثقافة هي أحد العناصر الأساسية لتعليم/ تعلم لغة أجنبية لأنها تتداخل مع جميع المهارات اللغوية بما في ذلك التحدث. وفقا لذلك، تسعى هذه الدراسة إلى تحسين إجادة المتعلمين الصغار التحدث باللغة الإنجليزية من خلال استخدام تقنيات قائمة على الثقافة. كما تهدف إلى جمع آراء أساتذة اللغة الإنجليزية في مدارس اللغات الخاصة بالجزائر نحو تأثير تدريس الثقافة على إتقان مهارة التحدث لدى المتعلمين. إضافة إلى ذلك، تهدف هذه الدراسة إلى النظر في تقييم المعلمين فيما يتعلق بفعالية التقنيات والأنشطة والمناهج القائمة على أساس الثقافة في تعزيز مهارة التحدث لمتعلمي اللغة الإنجليزية كلغة أجنبية. لذلك، يفترض أن الأساتذة يعتبرون أن دمج الثقافة في أقسام المتعلمين الصغار للغة الإنجليزية كلغة أجنبية مفيدا لتعزيز إتقان المتعلمين للتحدث. علاوة على ذلك، من المفترض أن يؤكد المعلمين على فعالية تقنيات الوحدة الحركية الصوتية، شريحة الحياة، لعب الأدوار والجزيرة الثقافية؛ أنشطة الأغاني، وصف الصور، الألعاب، وأنشطة أجزاء اللغة؛ ومنهجية المقارنة في تعزيز إتقان التحدث لدى المتعلمين الصغار للغة الإنجليزية كلغة أجنبية. تحقيقا لهذه الغاية، تم الاعتماد على تصميم بحث وصفي و منهجية مختلطة لتحليل البيانات. على هذا النحو، تم توجيه استبيان إلى 13 معلما من مدارس اللغات الخاصة. تم تحليل البيانات المتحصل عليها إحصائيا من حيث التكرارات، النسب المئوية، المتوسط و الوسيط. و لقد كشف التحليل عن النتائج الرئيسية التالية. أولا، يعتبر المعلمون تطوير مهارة التحدث لدى المتعلمين الصغار من بين أولويات تعلم لغة أجنبية. ثانيًا، يعتقدون أن تعليم الثقافة للمتعلمين الصغار مفيد وقيم لتعزيز كفاءتهم لهته المهارة. أخيرًا، يشيد المعلمون بفعالية جميع التقنيات المقترحة والأنشطة، ومنهجية الثقافات المتعددة القائمة على الثقافة في تعزيز مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: الثقافة، مهارة التحدث، إجادة التحدث، المتعلمين الصغار، تقنيات قائمة على الثقافة، أنشطة قائمة على

الثقافة، مناهج قائمة على الثقافة