

Impact of the Native Language and Culture on Yemeni EFL Students' Oral Performance: A Pragmatic Study

Hana Saleh Haidarah Saleh AL-Ban¹

Dept. of English Saber Faculty of Science and Education
University of Lahj, Yemen

Khalid Ali Youssif AL-Sabae²

Dept. of English, Faculty of Education
University of Aden, Yemen

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Abstract: This study investigated the impact of the native language and culture on Yemeni EFL Students' Oral Performance: A Pragmatic Study at the Department of English, Saber Faculty of Science and Education, University of Lahj, and Faculty of Education, University of Aden. The study focused on examining how the students' native language and culture influenced their English oral performance pragmatically. In addition, the study analyzed the strategies which Yemeni EFL students used for speech acts of request, invitation, apology, suggestion, and refusal. It also explored the potential factors behind Yemeni students' pragmatic breakdown during oral communication. The study also aimed to find out some suggestions to improve Yemeni EFL students' pragmatic competence.

The study adopted a qualitative and quantitative research design. Three data collection instruments were utilized to collect the required data of the study: an oral discourse completion test, the students' interview, and teachers' questionnaire. The sample of study consisted of 30 students (15) from Saber Faculty of Science and Education, University of Lahj and (15) from Faculty of Education, University of Aden. Ten teachers with PhD degree. (6) from Saber Faculty of Science and Education, University of Lahj and (4) from Faculty of Education, University of Aden.

The findings indicated a strong connection between Arabic and English proficiency, particularly in pronunciation. Arabic accents negatively impacted Yemeni EFL students' oral performance. Cultural norms of native (Arabic) language also limited and constrained the students' expressions in English. The study exposed that Yemeni EFL students predominantly utilized the conventional indirect strategies, such as the query preparatory and mitigating strategies for the different functions of speech acts. The findings also indicated various reasons for these diverse strategies, such as the direct translation from Arabic to English and the huge gaps in comprehending and interpreting English pragmatics. Cultural norms were found to significantly influence the EFL students' oral performance of speech act strategies.

Finally, the study recommended to initiate the language learning process by using online resources and educational websites. Find opportunities to practice English orally outside the classroom. Engage in effective conversations with peers, join language exchange programs, or participate in discussion groups to enhance self- confidence and fluency.

Keywords: The role of first language, the concept of culture, the concept of pragmatics.

Introduction: The native language or mother tongue is the language that is acquired naturally or arbitrary by the human being from the surrounding environment. As a result of this innate acquisition of the native language, it has an essential influence on learning the new language system, or acquiring a foreign language such as English, in terms of vocabulary, pronunciation and grammar. In addition, culture that includes a set of customs, beliefs, and ideas that form and belong to a specific group of people, may have a strong and sometimes negative impact on the learning of another language. This is due that culture is reflected apparently in the individual's thoughts, ideas, speech, and behaviors. Consequently, these various aspects of culture distinguish one society from another.

Thus, the interrelation of language and culture can procure to difficulties and miscomprehending in the acquisition and learning of English as a foreign or second language (EFL/ESL).

Commonly, the teaching and learning processes is concentrated on teaching the EFL students the grammatical system and acquiring linguistic competence, rather than providing them with communicative and pragmatic competence through the sociocultural functions of language use. As a result, Yemeni EFL students have the linguistic competence, but they are still struggling to use English effectively in real-world situations.

Therefore, there is a necessity to explore the field of pragmatics at the Department of English, Saber Faculty of Science and Education, University of Lahj, and Faculty of Education, University of Aden.

Statement of the Problem: In the last decades, the field of pragmatics has attained significant attention from researchers around the world. However, at the University of Aden, one study has discussed the politeness strategies of requests, apology, and refusal in English among Yemeni learners, by researcher Al-Zubairi (2010). Alongside, other studies from various universities in northern Yemen, such as those by Al-Refaee and Al-Ghamdi (2019), Al-Mansoob and AL-Refaee (2018), and Al-Marrani (2019), have investigated different functions of speech act in the field of pragmatics.

Furthermore, studies from the Arab world, including Dendenne (2017), have examined pragmatic transfer concerning the interlanguage apologies of Algerian EFL students, revealing a deficiency in pragmatic competence.

As an instructor in the Department of English at Saber Faculty of Science and Education, University of Lahj, the researcher has observed that the majority of Yemeni EFL students do not demonstrate sufficient pragmatic competence when they are performing certain tasks, particularly in their oral performance of speech acts. This may be due to the lack of language proficiency and pragmatic competence. In turns, this leads to negative pragmatic transfer from their native (Arabic) language, as learners tend to apply certain pragmatic norms from their native language. This observation is approved by the study of Al-Refaee (2018).

Additionally, many Yemeni EFL students have failed to convey the intended meaning in the foreign language (English) due to the cultural variations between Arabic and English (Ghazzoul, 2019). Furthermore, Yemeni EFL students often conduct different functions of speech act inappropriately, reflecting their insufficient pragmatic competence. This leads them to use speech act strategies that do not correspond to those of native speakers. For the researcher, it is crucial that learners of the target language not only master the language from the linguistic side but also use it in real life situations (Canale and Swain, 1980).

Apparently, fourth- level bachelor students in the Department of English at Saber Faculty of Science and Education, University of Lahj, suffer of ramified problems of English; they experience negative transfer from their native (Arabic) language and its cultural norms, lack of English proficiency, possess insufficient pragmatic competence, are unfamiliar with English speech act strategies, and encounter communication breakdowns. Accordingly, this study investigates the impact of native language and culture on the oral performance of EFL Yemeni students, particularly from the pragmatic perspective, at the Department of English, Saber Faculty of Science and Education, University of Lahj, and the Department of English, Faculty of Education, University of Aden.

Objectives of the Study: The objectives of the study intend to:

1. Examine how the native (Arabic) language and culture of Yemeni EFL University students affect their oral performance.
2. Highlight the strategies of request, invitation, apology, suggestion and refusal of speech acts used by Yemeni EFL University students.
3. Identify the potential factors behind Yemeni EFL University students' pragmatic breakdown in oral performance.
4. Measure the extent to which Yemeni EFL University students are pragmatically competent.
5. Find out how Yemeni EFL University students' pragmatic competence could be improved.

Questions of the Study: The present study aims to answer the following questions:

1. How do the native (Arabic) language and culture of Yemeni EFL University students affect their oral performance?
2. What are the strategies of request, invitation, apology, suggestion and refusal of speech acts used by Yemeni EFL University students
3. What are the potential factors that are behind Yemeni EFL University students' pragmatic breakdown in oral performance?
4. To what extent are Yemeni EFL University students pragmatically competent?
5. How could Yemeni EFL University students' pragmatic competence be improved?

Limitations of the Study: This study is considered as a pragmatic study since it dealt with the actual use of English in different contexts. It concerned with the implied meaning beyond the literal meaning of the Yemeni EFL students' oral performance. Therefore, it investigates the speech acts of request, invitation, apology, suggestion and refusal. Other aspects of speech acts are not viewed as the ultimate aim of the current study. It does not mean that the rest of pragmatic aspects of speech acts are useless, but for the purpose of this study, they are not deeply taken into consideration. This study is limited to the Yemeni EFL University students especially the fourth level, bachelor degree students at the department of English at Saber Faculty for Science, University of Lahj and Faculty of Education, University of Aden.

Literature Review

The role of first language: It is common that the first language has the crucial role in forming and defining the people's personality, values, and affiliations to which community they belong to. Kambala (2021) defined mother tongue "Language that has an important role in supporting person's identity and in helping people understand where they fit in a new environment" (pp. 11-12).

In concerning the role of first language of the target language, it produces an undesirable influence on learning or acquiring any another language. EFL/ASL learner's understanding and performance are influenced negatively by his/her first/ native language. Ellis (1985) stated "second language acquisition (SLA) is strongly influenced by the learner's first language (L1), ... and the role of the L1 in SLA is a negative one" (p.19). The negative impact of the first language occurred as a result of the low acquisition of the target language, and then the learner of target language may decrease this impact when he/she raises his/her proficiency of language (Taylor, 1975, as cited in Krashen, 1981, p.67). On the other hand, the mother tongue presents a positive impact of L2. The learners of target language follow the same steps and procedures of his first language system to overcome the difficulties of L2 system. Derakhshan and Karimi (2015) said "First language can be considered as a tool for language acquisition to solve learning and communication problems" (p.2113). In addition, Kambala (2021) emphasized that the ability to reflect on social behaviors and language usage leads to effective learning, it helps in distinguishing between skills in communication and expressing oneself (p.11). Moreover, the awareness of L2 pragmatics and speech act of EFL learners appears to be influenced by their native language and the level of proficiency (AL-Qtaibi, 2015, p. 304).

The concept of culture: The concept of culture is considered a complicated and deep term. It refers to many different aspects that form a specific society such as the language, religion, beliefs, values, ethics, ideas, customs, lifestyle, ways of communication, etc. Alsohaibani (2017) mentioned that "different culture holds different cultural values and beliefs, which are reflected in the use of language and how people communicate" (p.3).

Furthermore, culture comprises every phenomenon in the social context which individuals involved in and it refers to the specific restrictions and limitations that are obligated the members of society. Fadlseed (2017) emphasized that "the constraints imposed on individual users by the forces of tradition, convention, fashion and ideology" (p.26).

From another point of view, Mey, 2010, saw that culture is the affiliation, form the persons' interactions, ideas, customs and behaviors, it can be specified to which society and origin they belong to "Culture seen as a possession: this is when we talk about 'national', 'regional', 'tribal', etc. Culture in this sense is thought of as belonging, by birthright as it was, to a nation or tribe" (p.58). The term culture also defined from the point of view of anthropologists as "everyday practices that arise from normative attitudes and beliefs negotiated by particular groups whose interactions are

conditioned by particular forms of social organization" (Hyland & Partridge, 2011, pp. 306-307). According to this abroad definition, culture may include varied groupings contain different continents around the world and it may comprise also the same group of people of specific training course or job.

The concept of pragmatics. Pragmatics, originally introduced by Morris (1938) within the field of semiotics "refers to the study of signs, characterized as elements of communication, and how they relate to their interpreters" (as cited in Mirzaei & Parhizkar, 2021, p.3).

The field of pragmatics emerged in 1960 and then many philosophers tracked and continued the development of pragmatic domain, such as (Austin, 1960s -1970s; Grice, 1975; Searle, 1969- 1979). According to Wierzbicka (2003) "the discipline studying linguistic interaction between 'I' and 'you' is called pragmatics" (p.5). Pragmatics concerns the use of language in the context of situation. Pragmatics and context are two sides of the same coin, whenever, the pragmatic utterance is said, the context is emphasized. Fasold (1990) stated "pragmatics is the study of the use of context to make inferences about meaning. The context in which an utterance is made also an important factor in sentence" (p.119). In addition, in the field of pragmatics, the interpretation of the meaning is relied on the relationships and background between the interlocutors. Moreover, the context in which the utterances are said, because the meaning of words, sentences and spoken discourse are depend on the diversity of contexts Thomas (1995) emphasized "Pragmatics relates to meaning in interaction since this takes into account of the different contributions of both speaker and hearer as well as that of utterance and context to the making of meaning" (p. 23).

Research Methodology This study adopted the qualitative and quantitative research design. Three data collection instruments were utilized to collect the required data of the study: an oral discourse completion test, the students' interview, and teachers' questionnaire. The collected data was analyzed by using SPSS program. The sample of study consisted of 30 students (15) from Saber Faculty of Science and Education, University of Lahj and (15) from Faculty of Education, University of Aden. Ten teachers with PhD degree. (6) from Saber Faculty of Science and Education, University of Lahj and (4) from Faculty of Education, University of Aden.

Oral discourse completion test. The first instrument for the data collection was oral discourse completion test. It was used in linguistics to measure the learner's ability to understand and produce extended spoken discourse and investigate various aspects of oral performance. It involves presenting participants with the series of situations or scenarios and asking them to imagine themselves in those contexts and then respond orally. The purpose of the oral discourse completion test is to elicit spontaneous speech acts of request, invitation, apology, suggestion and refusal. It allows for researcher to analyze and identify and the speech act strategies used by Yemeni EFL.

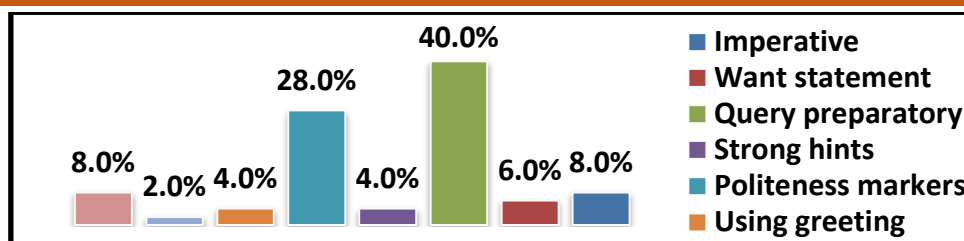
Request situation. Imagine that you want to buy a gift for your mother but you do not know about a gift store. You meet someone on the street and ask him to do it.

What would you say?

Table 1. *Students' Results for Requests Speech Act Strategies in Situation One*

| No. | Category | Strategies | Frequency | Percentages % |
|-------|--|--------------------|-----------|---------------|
| 1 | Direct strategies | Imperative | 4 | 8.0% |
| | | Want statement | 3 | 6.0% |
| 2 | Conventionally indirect strategies | Query preparatory | 20 | 40.0% |
| 3 | Non-conventionally Indirect strategies | Strong hints | 2 | 4.0% |
| 4 | Mitigating strategies | Politeness markers | 14 | 28.0% |
| | | Using greeting | 2 | 4.0% |
| | | Using vocative | 1 | 2.0% |
| 5 | Supportive moves | Grounds | 4 | 8.0% |
| Total | | | 50 | 100% |

Figure 1. Percentages of Students' Results for Request Speech Act Strategies in Situation One



Findings of request.

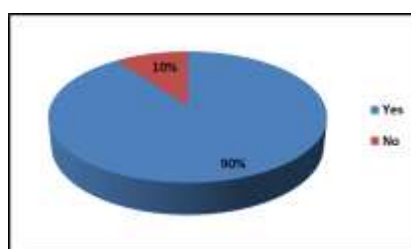
Situation one. The analysis of the results revealed that the students used range of different strategies when requesting in Situation One. The most strategy used frequently was conventionally indirect strategies (query preparatory). It followed by mitigating strategies (politeness markers). Supportive moves (grounds) and direct strategies (imperative and want statement) were also utilized with lower frequency. Additionally, non-conventionally indirect strategies (strong hints) and mitigating strategies (greetings and vocatives) were used by smaller percentages. In the comparison for the qualitative analysis, native speakers and the Yemeni EFL university students had shown similar utilization for conventional indirect strategies (query preparatory) when making requests.

Students' interview: As stated above, the focus of this study is on EFL Yemeni students. The researcher took the same sample of 30 students who participated in the oral discourse completion test to respond to the interview, to gather the required data that would help to achieve the objectives of study and answer the questions of study. In other words, the interview is considered as the primary instrument for collecting the required data.

Table 2. *Students' Attitudes Towards the Effectiveness of Native (Arabic) Language on English as a Foreign Language of Their Oral Performance*

| 1) As an English as a foreign language (EFL) student, do you think your native language influences your oral performance? Explain, please. | | |
|--|-----------|--------------|
| Options | Frequency | Percentage % |
| Yes | 27 | 90.0% |
| No | 3 | 10.0% |
| Total | 30 | 100 |

Figure 2. Percentages of Students' Attitudes Towards the Effect of Native (Arabic) Language on English as a Foreign Language of Their Oral Performance

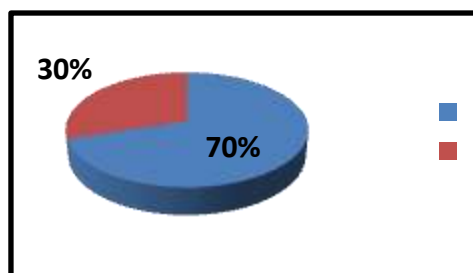


According to the data, 90% of the students' interview (27 out of 30) thought that their native (Arabic) language influenced their oral performance in English. While only 10% (3 out of 30) did not think it had the influence. Additionally, EFL students supported their responses of (yes), for example, one student commented "Arabic accents mostly influence our pronunciation and make it deviate." Additionally, the minority of students (10%) responded with (No), one student commented "There is no link between the two Arabic and English so, I can separate the two languages when I am speaking."

Table 3. *Students' Attitudes Towards the Effectiveness of Culture on English as a Foreign Language of Their Oral Performance*

| 2) As an EFL student, do you think your culture influences your oral performance? Explain, please. | | |
|--|-----------|--------------|
| Options | Frequency | Percentage % |
| Yes | 21 | 70.0% |
| No | 9 | 30.0% |
| Total | 30 | 100 |

Figure 3. Percentages of Students' Attitudes Towards the Influence of Culture on Their English Oral Performance

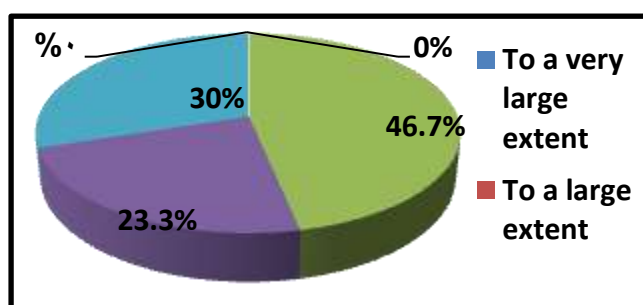


The data in table (3) and figure (3) showed that there were 70% of the students (21 out of 30) had viewed that their culture influenced their English oral performance. While 30% (9 out of 30) did not believe it had that influence. In this regard, one student said "my English oral performance is limited to my culture, I never overpass my culture from my English oral performance, and I never speak anything that does not respect my culture." Another student added "Our culture interferes our communication in English. The accents are different from one place to another and it is reflected in our English oral performance." In contrast, the smaller portion of students responded with (No), one student commented "the different aspects of Arabic culture such as customs and traditions do not influence in English, in contrast English culture influences our communications and actions."

Table 4. *Students' Attitudes Towards the Extent to which Yemeni EFL University Students are Pragmatically Competent.*

| 3) To what extent are Yemeni EFL University students pragmatically competent? (Tick one) | | |
|--|-----------|--------------|
| Options | Frequency | Percentage % |
| To a very large extent | 0 | 0 |
| To a large extent | 0 | 0 |
| To a moderate extent | 14 | 46.7% |
| To a small extent | 7 | 23.3% |
| To a very small extent | 9 | 30.0% |
| Total | 30 | 100% |

Figure 4. Percentages of Students' Attitudes Towards the Extent to which Yemeni EFL University Students are Pragmatically Competent.



According to the data, none of the students chose the options "To a very large extent" or "To a large extent" to describe their pragmatic competence. However, 46.7% of the students (14 out of 30) noted they were pragmatically competent to a moderate extent. In addition, 23.3% (7 out of 30) believed competent to a small extent, and 30.0% (9 out of 30) viewed themselves pragmatically competent to a very small extent.

Teachers' questionnaire. The teacher's questionnaire is the third instrument that was used to collect the required data of this study. It is considered as the secondary and complementary instrument to gather data from the teachers' perspectives in order to achieve the objectives of study and answer the questions of study. It includes a set of questions that provides satisfactory responses for the researcher easily and cost-effectively. Bell (1999) stated "Questionnaires are a good way of collecting

certain types of information quickly and relatively cheaply, as long as you can be sufficiently disciplined to abandon questions that are superfluous to the main task" (p. 119).

Likert Scale

Table 5. *Teachers' Perspectives' Towards the Factors Behind Yemeni EFL University Students' Pragmatic Breakdown in Oral Performance*

SA= Strongly agree, A= Agree, N=Neither agree nor disagree

DS=Disagree, SD=Strongly Disagree

| No. | The factors that are behind Yemeni EFL University students' pragmatic breakdown in oral performance | | SA | A | N | D | SD | Total |
|-----|---|------|------|------|------|------|------|-------|
| 1 | The teaching /learning process is focused on presenting the linguistic competence for the EFL learner. | F | 4 | 4 | 1 | 1 | 0 | 10 |
| | | Per% | 40.0 | 40.0 | 10.0 | 10.0 | 0 | 100 |
| 2 | The teaching /learning process does not focus on presenting the pragmatic competence for the EFL learner. | F | 2 | 5 | 3 | 0 | 0 | 10 |
| | | Per% | 20.0 | 50.0 | 30.0 | 0 | 0 | 100 |
| 3 | Anxiety and fear of making mistakes affect using English in social interactions. | F | 4 | 4 | 2 | 0 | 0 | 10 |
| | | Per% | 40.0 | 40.0 | 20.0 | 0 | 0 | 100 |
| 4 | Unfamiliarity of using communication strategies among students. | F | 3 | 6 | 1 | 0 | 0 | 10 |
| | | Per% | 30.0 | 60.0 | 10.0 | 0 | 0 | 100 |
| 5 | Individual differences and learning styles of EFL learners. | F | 4 | 6 | 0 | 0 | 0 | 10 |
| | | Per% | 40.0 | 60.0 | 0 | 0 | 0 | 100 |
| 6 | Limited exposure to authentic language use. | F | 6 | 3 | 1 | 0 | 0 | 10 |
| | | Per% | 60.0 | 30.0 | 10.0 | 0 | 0 | 100 |
| 7 | Interference of the first language instructions and meanings to target language. | F | 4 | 4 | 1 | 1 | 0 | 10 |
| | | Per% | 40.0 | 40.0 | 10.0 | 0 | 0 | 100 |
| 8 | Cultural differences, e.g., values, beliefs, life style, customs and social norms. | F | 2 | 5 | 3 | 0 | 0 | 10 |
| | | Per% | 20.0 | 50.0 | 30.0 | 0 | 0 | 100 |
| 9 | Unfamiliarity of the meaning of body language. | F | 3 | 5 | 0 | 2 | 0 | 10 |
| | | Per% | 30.0 | 50.0 | 0 | 20.0 | 0 | 100 |
| 10 | Learner's attitude to the target language and culture. | F | 3 | 5 | 0 | 1 | 1 | 10 |
| | | Per% | 30.0 | 50.0 | 0 | 10.0 | 10.0 | 100 |
| 11 | Social contexts elements, e.g., pressure, noise, time, listener's responses, attention, and psychological issues. | F | 2 | 8 | 0 | 0 | 0 | 10 |
| | | Per% | 20.0 | 80.0 | 0 | 0 | 0 | 100 |
| 12 | Learner's personality, i.e., extroverted or introverted. | F | 0 | 10 | 0 | 0 | 0 | 10 |
| | | Per% | 0 | 100 | 0 | 0 | 0 | 100 |
| 13 | Unavailability of opportunities to interface and interact with the native speaker. | F | 5 | 4 | 0 | 1 | 0 | 10 |
| | | Per% | 50.0 | 40.0 | 0 | 10.0 | 0 | 100 |
| 14 | Learner's self- esteem, self-confidence and motivation. | F | 1 | 7 | 2 | 0 | 0 | 10 |
| | | Per% | 10.0 | 70.0 | 20.0 | 0 | 0 | 100 |
| 15 | The gender, i.e., female speaks too much in comparison to male. | F | 4 | 6 | 0 | 0 | 0 | 10 |
| | | Per% | 40.0 | 60.0 | 0 | 0 | 0 | 100 |

F= Frequency

Per%= Percentage

Conclusion of the Main Findings of the Study Findings indicated the significant connection between proficiency of Arabic and English especially, in pronunciation with Yemeni EFL students indicating that their native (Arabic) language accents negatively influenced their English oral performance. Teachers strongly agreed, remarking phonological differences restricted pronunciation, nevertheless there are some advantages from shared linguistic features. The obtained findings were in conformity with the study of Rahmatullah (2020), it was found the native language had both positive

and negative effects on students' second language learning. Additionally, the data showed the faculty members' inability to speak English with the perfect accent significantly impacted the Saudi students' oral performance.

Additionally, cultural norms constrained students' expression in English, with distinctions in regional accents and cultural gestures which influencing their oral performance. The obtained findings were in alignment with Rahala (2017), the results showed insufficient knowledge of the target language's culture, limited exposure to authentic cultural environments, and interference from the students' native culture. The findings indicated that these challenges could be addressed through promoting greater cultural awareness among students.

The study also revealed the strategies of speech act, highlighting that Yemeni EFL students predominantly utilized the conventional indirect strategies, such as query preparatory and mitigating strategies, for speech act of request, invitation, apology, suggestion, and refusal. This finding comes in the line with the finding of Daskalovska, et al., (2016), it indicated that the most commonly used request strategies in both formal and informal situations is query preparatory that is considered the type of conventional indirect strategy.

While there were similarities between the strategies of Yemeni EFL students and native speakers, Yemeni EFL students often used additional strategies of speech act not commonly used by native speakers. It is attributed to the influence of their native (Arabic) language and culture on their English oral performance. These findings are in the line with Al-Khadhmi, Mirza and Al-Eryani (2021), the findings of this study indicated that Yemeni non-native speakers exhibited lack of proficiency in English pragmatics. Although there were some similarities observed in the use of refusal strategies between the Yemeni non-native speakers and the native English speakers, the differences were more significant.

Data analysis from students' interview and teachers' questionnaire explored also some interrelated reasons for the diverse strategies which Yemeni EFL university students employed in performing speech acts like request, invitation, apology, suggestion, and refusal. The main reason was the transfer of linguistic and cultural patterns from Arabic to English. Yemeni EFL students emphasizing that direct translation often resulted in forming that deviated from English usage, perceiving gaps in their understanding of English pragmatics. Cultural norms essentially influenced their speech act strategies, as Yemeni EFL students depended on native background for politeness and directness. The findings correspond to Gha Wi (1993) that indicated that the students' sociopragmatic norms of their native language transferred into the target language (English).

Both students and teachers acknowledged deficiencies in vocabulary and grammar as barriers, leading to perform simpler expressions. As well, the lack of exposure to authentic English communication restricted the students' pragmatic competence, as approved in Rahal's study (2017). This gap stressed the necessity for explicit instruction on social rules and cultural contexts to improve the Yemeni EFL students' oral performance. Psychological factors such as anxiety and low self-confidence further affected Yemeni EFL students' oral performance. This is assured the importance for availability the creative learning/ teaching environment and the curriculum which concentrated on communicative competence and authentic language use.

Recommendations: According to the results of this study, the researcher provided some recommendations as follows:

- 1- Initiate the language learning process by using online resources and educational websites. Survey interactive sites and videos that concentrate on vocabulary, grammar, and cultural details to improve understanding of English.
- 2- Find opportunities to practice English orally outside the classroom. Engage in effective conversations with peers, join language exchange programs, or participate in discussion groups to enhance self- confidence and fluency.
- 3- Involve with a variety of English-language media, such as podcasts, films, music, and books. This exposure will enhance listening skills, familiarize students with expressions, idiomatic, and assist them understand various accents and cultural contexts.

Conclusion: This study aimed to investigate the influence of native language and culture on Yemeni EFL students' oral performance, focusing on their use of speech acts of request, invitation, apology, suggestion and refusal. In addition, identifying the factors leading to pragmatic communication breakdowns. The findings revealed the strong connection between Arabic and English proficiency, particularly in pronunciation, where the EFL students' Arabic accents hindered their English oral performance. Cultural norms were found to restrict English expression. Yemeni EFL students predominantly employed indirect strategies of query preparatory and mitigating strategies in their speech acts. Lack of exposure to authentic English usage, and psychological factors influenced the Yemeni EFL students' oral performance. To improve pragmatic competence, the study recommended employing online resources and involving in practical speaking opportunities outside the classroom.

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تأثير اللغة الام والثقافة على الأداء الشفهي للطلاب اليمنيين كلغة اجنبية: دراسة واقعية

خالد علي يوسف السباعي²

قسم اللغة الإنجليزية- كلية التربية- جامعة عدن

هناء صالح حيدرة صالح البان¹

قسم اللغة الإنجليزية- كلية صبر للعلوم والتربية- جامعة لحج

الملخص: هدفت هذه الدراسة إلى: التحقق من تأثير اللغة والثقافة الأم في الأداء الشفهي لدى الطلاب اليمنيين، بوصفها لغة أجنبية: دراسة واقعية، في قسم اللغة الإنجليزية، كلية صبر للعلوم والتربية - جامعة لحج، وكلية التربية عدن - جامعة عدن. ركزت الدراسة على اختبار كيف تؤثر اللغة الأصلية (العربية) والثقافة على الأداء الشفهي لطلاب اللغة الإنجليزية من الناحية البراغماتية. إضافة إلى ذلك، حللت الدراسة استراتيجيات الطلب، والدعوة، والاعتذار، والاقتراح، والرفض في الأفعال الكلامية، التي استعملها طلاب الجامعات اليمنيين، والعوامل المحتملة وراء الضعف البرجماتي لدى الطلاب، في الأداء الشفهي. كما هدفت الدراسة أيضاً إلى اكتشاف بعض الاقتراحات لتحسين كفاءة الطلاب اليمنيين في اللغة الإنجليزية كلغة أجنبية من الناحية البرجماتية. وقد تبنت الدراسة منهجية البحث النوعي والكمي، واستعملت الباحثة ثلاث أدوات لجمع البيانات المطلوبة، تمثلت في:

(اختبار إكمال الكلام الشفهي للطلاب، ومقابلات الطلاب، واستبانة المعلمين)، وشملت عينة اختبار إكمال الكلام الشفهي والمقابلات: (30) طالباً وطالبة من قسم اللغة الإنجليزية، منهم: (15) طالباً وطالبة من كلية صبر للعلوم والتربية - جامعة لحج، (15) طالباً وطالبة من كلية التربية، عدن - جامعة عدن، وعلاوة على ذلك، شملت عينة الاستبانة (10) معلمين حاصلين على درجة الدكتوراة، (6) من كلية صبر للعلوم والتربية - جامعة لحج، و(4) من كلية التربية عدن - جامعة عدن.

أشارت النتائج إلى وجود علاقة كبيرة بين الكفاءة في اللغة العربية والإنجليزية، لا سيما في النطق، إذ أشارت تحليلات مقابلات الطلاب واستبانات المدرسين على أن اللهجات العربية أثرت سلباً على نطق الطلاب باللغة الإنجليزية. بالإضافة إلى ذلك، كانت المعايير الثقافية تقيد تعبير الطلاب باللغة الإنجليزية. كما استكشفت الدراسة استراتيجيات أفعال الكلام، وكشفت أن الطلاب اليمنيين يستعملون بصفة أساسية استراتيجيات غير مباشرة تقليدية، مثل استراتيجيات التحضير والاستراتيجيات المخففة للوظائف المختلفة لأفعال الكلام. فيما يتعلق بالعوامل المحتملة وراء الضعف البرجماتي في الأداء الشفهي لطلاب الجامعات اليمنيين في اللغة الإنجليزية، أكد كل من الطلاب والمعلمين نقص التعرض لاستخدام اللغة الإنجليزية الواقعية وتحديات في تفسير المعاني. كما أثرت العوامل النفسية مثل قلة الثقة بالنفس والقلق على الأداء الشفهي لطلاب اللغة الإنجليزية كلغة أجنبية.

وفي النهاية، أوصت الدراسة بالبدء بالعملية التعليمية باستعمال مصادر الإنترنت والمواقع التعليمية، وإيجاد فرص لممارسة اللغة الإنجليزية شفهيًا خارج الصف الدراسي. الانخراط في محادثات فعالة مع الزملاء، والانضمام إلى برامج تبادل اللغات، أو المشاركة في مجموعات مناقشة، لتعزيز الثقة بالنفس والطلاقة الشفهية.

الكلمات المفتاحية: دور اللغة الأولى، مفهوم الثقافة، مفهوم البرجماتية.