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Critical Review of Research on Aural and Oral English Competence for Enhancing Culture Learning

Hyung-ji Chang
(Sun Moon University)

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The present study is aimed at reviewing the previous research findings about the aural and oral English competence of Korean EFL learners in order to confirm the importance of culture learning in the language classroom. In the study, 83 journal articles (23 for aural, 46 for oral and 10 for aural and/or oral) were collected from the Journal of *English Language Literature and Teaching (ELLT)*. Then, the research conducted a statistical review with Frequency Analysis (FA) to get the gist of collected journal articles and Correlation Analysis (CA) to confirm the relation of research variables: date of publication, research methods, applicable levels, research topics and cultural implications. Next, the content analysis was appended to investigate the perspectives of culture learning from the studies of aural and oral English competence. In the results, the gist of descriptive information proves that cultural implication is more recommended in the studies of oral English learning. Besides, the significant correlation among research variables is reported. Lastly, the results of content analysis suggests that cultural implications in the studies of aural and oral English competence are categorized according to the components of Intercultural Communicative Competence (ICC), which are intercultural awareness, knowledge, skills, attitudes and traits, and proficiency.

[Aural and oral English competence/content analysis/cultural implication/ Intercultural Communicative Competence (ICC)]

I. INTRODUCTION

Culture is defined as daily behaviors and patterns of belief of a nation (Knop, 1976), and culture learning is crucially regarded as being necessary in the language learning

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classroom (Hadley, 2001; Kramsch, 1993; Savignon, 1987). Due to the advance of mobilized communication technology, people are encouraged to communicate with others from different cultures despite geographical distance. Thus there are no boundaries for encountering intercultural communication (Byram & Fleming, 1998). Byram (1997) introduced the dimensions and components of Intercultural Communicative Competence (ICC), which comprises of knowledge, attitudes and traits, proficiency, skills and awareness. So, it is suggested that language learners should develop not only the ability to interpret a document or event from another culture, but also to operate the new knowledge under constrains of real-time communication and interaction. Byram (1997) claims that a successful communication might not be viewed as efficiency of information exchange. We should value the ability of the individuals to establish and maintain relationships. Consequently, the intercultural speaker is an individual who is able to establish a relationship between his or her own and the other cultures, to mediate and explain difference (Byram & Fleming, 1998).

With the greater emphasis on ICC in the language learning classroom, enriching oral and aural English competence has also received the greater attention from educators and researchers. For instance, Sercu (2000) supported that acquiring ICC is described as the dialogic process in which students actively construct and continuously amended their representations of another society. Lustig and Koester (1991) also argued that even if a person is fluent in a language, severe mistakes can still occur, because linguistic conventions may cause significant misunderstandings related to speech acts, interaction management, lexicon, and politeness forms. In addition, Kramsch (2001, pp. 202) defined some of major facets of human interaction that intercultural communication has helped and they are described below.

-The situation of communication itself
-The stereotypes they entertain each other
-Their non-verbal and para-verbal behavior
-The way they save their own and each other's face
-The way they structure their discourse to meet their communicative goals
-The attitudes, values, and benefits (called also 'discourse') they share with the social group they belong to
-The way that their language reflects these deeper discourses
-The way members of different groups realize various speech acts (like making compliments, request or apologies)

Regarding the overarching role of culture in English learning for communication, in this study, the review of research findings about the aural and oral English competence is

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conducted on the basis of meta-analysis to provide the chance to investigate whether they relate with culture learning. To verify the statistical review for the study, the operational definition of communicative competence of English is restricted as aural and oral competence of English. The research questions are as follows.

1) What are the descriptive information of the research findings about the aural and oral English competence of Korean EFL learners from the Journal of *English Language Literature and Teaching*?
2) Do the research findings about the aural and oral English competence of Korean EFL learners imply the significant relation among the research variables from the Journal of *English Language Literature and Teaching*?
3) Do the research findings about the aural and oral English competence of Korean learners include cultural implication from the Journal of *English Language Literature and Teaching*?

II. RESOURCES

The Journal of *English Language Literature and Teaching* (ELLT), listed on the Korea Citation Index (KCI) in 2005, has published 19 volumes and 50 issues, a total of 628 journal articles over the past 20 years. It has been concerned about the theories and/or practices in the field of learning and teaching English and published journal articles from worldwide researchers and educators of English. Regarding the research questions of this study, in order to appraise Korean learners' communicative competence in English, in particular for their aural and oral English competence, the present study extracted the studies from the journal of ELLT, posted on the website at http://www.etak.or.kr/bbs/zboard.php?id=bbs3. The search for relevant journal articles was completed by keyword and title searching (Song & Lim, 2010; Yu, 2006). The criteria for selecting journal articles for the review are given below.

1) They had to look at aural and/or oral English competence.
2) They had to include information of research subject, methods, and findings.
3) They had to be written in English. If not all, the abstract must be written in English.
4) They had to have English as the target language.

As a result, the study found 83 Journal articles about the aural and/or oral English competence from ELLT and they were reviewed by Frequency Analysis (FA), which provides the data for research question 1 and 2. According to Table 1, the collected journal

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articles comprise of 24 (28.9%) for aural, 49 (59.0%) for oral, and 10 (12.0%) for aural and/or oral English competence respectively.

TABLE 1

Results of frequency analysis about collected journal articles (N=83)

Language skill	Frequency	Percent	Valid Percent	Cumulative Percent
Aural	24	28.9	28.9	28.9
Oral	49	59.0	59.0	88.0
Aural and/or oral	10	12.0	12.0	100.0
Total	83	100.0	100.0	

In addition, to answer research question 3, confirming the importance of culture learning in the studies of aural and oral English competence, the study made a further search by filtering the collected journals with the words of 'culture', 'cultural', 'intercultural' and 'target culture' and extracted 22 culture related studies (Aural=4, Oral=18) out of 83 journal articles about the aural and oral English competence. As shown in Table 2, cultural implications are mostly found in the studies about oral English competence.

TABLE 2

List of journal articles related to cultural implications

	Author	Year	Title	Competence
1	Yang	2011	Korean college students' English learning motivation and listening proficiency.	Aural
2	Im & Ahn	2002	Improving English listening comprehension by using animation.	Aural
3	Back	2009	Korean university students' progress in developing social interaction with native speakers in the UK.	Oral
4	Chang	2012	Empowering intercultural communicative competence through metacognitive reading strategy	Oral
5	Kang	2011	An analysis on politeness in Koreans' request realization.	Oral
6	Hong	2008	Beyond politeness: A spoken discourse approach to Korean address reference terms	Oral
7	N-B Kim	2011	Korean students' perceptions of free-talking and international professors' role recognition	Oral
8	Suh	2008	Grammatical accuracy and possibility of fossilization in chatting by EFL college students.	Oral
9	J-K Lee	2011	Use of emotion words by Korean English learners	Oral
10	Shim	2009	A study of apology strategies between genders in EFL college students.	Oral
11	Park	2001	The importance of CCDL in English education	Oral
12	Rafik-Galea	2002	The Use of Gambits in the English Language Classroom	Oral

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13	J-K Lee & H-K Lee	2002	Revisiting communicative competence in Korean EFL education.	Oral
14	Park	2003	The role of CCDL in the EFL classroom.	Oral
15	H-K Lee	2005	The variable acquisition of discourse marker use in Korean American speakers of English.	Oral
16	Y-E Kim	2007	Teacher's corrective feedback: Focus on initiations to self-repair	Oral
17	Suh	2007	A study of comparing speech act data from two differing data-gathering instruments	Oral
18	Hahn	2007	Discourse markers in EFL learners' turn-taking through computer-mediated communication (CMC)	Oral
19	S-J Kim	2007	Exploring the nature of communication anxiety in English among Korean EFL undergraduates	Oral
20	Im	1998	performing game and songs	Aural
21	Im	2000	Effective learning tasks and activities to improve EFL listening comprehension	Aural
22	Chun	2013	Apology strategies used by Korean learners of English. English Language & Literature Teaching,	Oral

III. METHODS

1. Research Variables

For research questions 1 and 2, in order to appraise 83 journal articles about the aural and oral English competence in ELLT, the study sets the research variables out of scattered information. Thus, the study refers to the suggestions to review the previous research in English language education in Korea by Chang (2010), J-W Kim (2000), Poon (2009) and Seong and Nam (2010), and decides the research variables as the following themes: (1) date of publication; (2) research topic; (3) applicable level; (4) research method; (5) cultural implication. In sequence, for research question 3, the filtered 22 journal articles with cultural implications were reviewed on the word- and sentence- level of content analysis. The analysis tools are described in the next section.

2. Data Analysis

To provide the statistical evidence for research questions 1 and 2, firstly, Frequency Analysis (FA) was made, and then on the basis of the results of FA, Correlation Analysis (CA) and one-way ANOVA were supplemented with SPSS ver. 17.0. Also, for research question 3, referring to the content analysis strategies by Babbie (1998), the study executed the content analysis by way of blending manifest and latent contents of the collected data.

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After extracting culture-related text, the study conducted axial coding that is an intense analysis done around one category at time in terms of the paradigm items: conditions, interacting among the actors, strategies and tactics, and consequences (Strauss, 1987). Ultimately, the content analysis was completed with four stages: keyword searching, text-mining, text extraction and axial coding. Text-mining was made through the automatic text-analyzer program at the website http://textalyser.net/.

IV. RESULTS AND DISCUSSION

1. Research Question 1: Frequency Analysis

To find the major research concerns and ideas, the collected journal articles were coded and statistically analyzed in terms of five research variables: (1) date of publication; (2) research topic; (3) applicable level; (4) research method; (5) cultural implication. According to the results of the FA of the date of publication, the largest number of journal articles about the aural and oral English competence was published in 2009, indicating 10 journal articles (12.0%). In 2005, 2007, 2008, 2011 and 2012, the second largest number of journal articles was published, indicating 8 journal articles (9.6%) each year. The smallest number of journal articles was published in 1996, 1998, 1999 and 2000, indicating only 1 journal article each year. These findings imply that the preferable topic of researchers in ELLT wasn't about the aural and oral English competence at the initial stage of ELLT. The following Table 3 shows the details of FA results about the date of publication.

TABLE 3

Results of frequency analysis of date of publication (N=83)

Year(Volume)	Frequency	Percent	Valid Percent	Cumulative Percent
1995(1)	2	2.4	2.4	2.4
1996(2)	1	1.2	1.2	3.6
1997(3)	2	2.4	2.4	6.0
1998(4)	1	1.2	1.2	7.2
1999(5)	1	1.2	1.2	8.4
2000(6)	1	1.2	1.2	9.6
2001(7)	3	3.6	3.6	13.3
2002(8)	4	4.8	4.8	18.1
2003(9)	2	2.4	2.4	20.5
2004(10)	2	2.4	2.4	22.9
2005(11)	8	9.6	9.6	32.5
2006(12)	6	7.2	7.2	39.8
2007(13)	8	9.6	9.6	49.4

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2008(14)	8	9.6	9.6	59.0
2009(15)	10	12.0	12.0	71.1
2010(16)	5	6.0	6.0	77.1
2011(17)	8	9.6	9.6	86.7
2012(18)	8	9.6	9.6	96.4
2013(19)	3	3.6	3.6	100.0
Total	83	100.0	100.0	

The next finding from the FA is about research topics. Referring to Poon (2009, pp. 8)'s review of research in English language education in Hong Kong, research topics were categorized into the following themes: (1) English language teaching; (2) English language curriculum; (3) Students' perspectives: motivation and attitudes, learning experience and strategies; (4) Teachers' perspectives: attitudes and values, language awareness, teacher training and qualifications; (5) Learning outcome: English standards, language use and the impact of medium of instruction policy on teaching and learning. In the results of the FA, the topic of (3) Students' perspective: attitudes and values, language awareness, teacher training and qualifications was ranked at the top, indicating 31.3%, and it was followed by (5) Learning outcome (26.5%) and (1) English language teaching (25.3%). The least preferred research topic was (4) Teachers' perspectives, implying that the aural and oral English studies in ELLT concern relatively more about learners' aspects of English learning than teachers' perspectives. Table 4 shows more details.

TABLE 4

Results of frequency analysis about research topics (N=83)

Research topic*	Frequency	Percent	Valid Percent	Cumulative Percent
1	21	25.3	25.3	25.3
2	12	14.5	14.5	39.8
3	26	31.3	31.3	71.1
4	2	2.4	2.4	73.5
5	22	26.5	26.5	100.0
Total	83	100.0	100.0	

*Note: 1=English language teaching, 2=English language curriculum, assessment and reform, 3=Students' perspectives: motivation and attitudes, learning experience and strategies, 4=Teachers' perspectives: attitudes and values, language awareness, teacher training and qualifications, 5=Learning outcome: English standards, language use and the impact of medium of instruction policy on teaching and learning.

The following Table 5 illustrates the results of FA about applicable levels of aural and oral English studies in ELLT. Out of 83 journal articles, 71 (85.5%) of them were intended for subjects at the tertiary level, implying journal articles of ELLT comprised large percentage of college level research. Thus, to establish the equilibrium of research subjects for ELLT, it is required to solicit more research from primary and secondary levels.

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TABLE 5

Results of frequency analysis about applicable level (N=83)

Applicable level	Frequency	Percent	Valid Percent	Cumulative Percent
Primary	7	8.4	8.4	8.4
Secondary	5	6.0	6.0	14.5
Tertiary	71	85.5	85.5	100.0
Total	83	100.0	100.0	

Next, to reviewing another research variable, which is the research method, the study consulted the previous research and literature about the research method in English education. According to the previous studies, J-W Kim (2000) proposed the dichotic distinction of research methods: quantitative and qualitative, and Seong and Nam (2010) introduced integrated categorization: quantitative, qualitative and both of them. Lee and Park (2010) used empirical and theoretical research methods, and Chang (2010) cited C-B Kim (1995)'s research method classification: survey research, literature studies, analytic studies, and experimental research. In this study, research methods of the collected journal articles were coded into three types: quantitative, qualitative, theoretical, and both quantitative and qualitative research methods. In the results, out of 83 journal articles, quantitative and qualitative research methods were recruited at almost an equal ratio, indicating 35 for quantitative (42.2%) and 37 for qualitative (44.6%) and the research methods of theoretical studies formed 12% of the total. Table 6 shows more details.

TABLE 6

Results of frequency analysis about research methods (N=83)

Research methods	Frequency	Percent	Valid Percent	Cumulative Percent
Quantitative	35	42.2	42.2	42.2
Qualitative	37	44.6	44.6	86.7
Theoretical	10	12.0	12.0	98.8
Quantitative & Qualitative	1	1.2	1.2	100.0
Total	83	100.0	100.0	

The last research variable, cultural implication was reviewed by FA. As mentioned in the previous chapter, in order to conduct data analysis for the first stage of content analysis, the 83 collected journal articles were filtered by a keyword search, and the FA found 22 journal articles (26.5%) that include cultural issues. Table 7 describes the results of FA about cultural implication and the further investigation on cultural implication is reported in the following section.

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TABLE 7

Results of frequency analysis about cultural implication (N=83)

Cultural implication	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	22	26.5	26.5	26.5
No	61	73.5	73.5	100.0
Total	83	100.0	100.0	

2. Research Question 2: Correlation Analysis and One-way ANOVA

For research question 2, the study made the further investigation with Correlation Analysis (CA) and found how research variables (i.e. descriptive information) from collected data are to be related with each other. The following Table 8 shows the results of CA, which are threefold: (1) the date of publication is significantly related to research topics; therefore it is confirmed as illustrated in Table 3, the active research on aural and oral English competence has been made since 2005 according to the journal of ELLT; (2) the applicable level is significantly related to the date of publication and research topics; therefore, it is reasonable to assume that most of the research through the journal of ELLT about the aural and oral English learning has been conducted with college students and college professors, since journal articles in this study are mostly intended for tertiary level (see Table 4); (3) the research methods are significantly related to cultural implications.

TABLE 8

Results of correlation analysis for variables (N=83)

		1	2	3	4	5
1	Pearson Correlation	1	.345**	.029	.276*	-.196
	Sig. (2-tailed)		.001	.795	.012	.076
2	Pearson Correlation	.345**	1	.144	.442**	.121
	Sig. (2-tailed)	.001	.194	.000	.274	
3	Pearson Correlation	.029	.144	1	-.048	-.232*
	Sig. (2-tailed)	.795	.194		.666	.035
4	Pearson Correlation	.276*	.442**	-.048	1	.164
	Sig. (2-tailed)	.012	.000	.666		.138
5	Pearson Correlation	-.196	.121	-.232*	.164	1
	Sig. (2-tailed)	.076	.274	.035	.138	

**P<.001, *P<.05

Note: 1=date of publication 2=research topic 3=cultural implication 4=applicable level 5=research method

In addition, this study conducted one-way ANOVA to confirm the relation of each research variables. According to the findings of CA, three research variables, cultural implications, research topics, and research methods, have shown a significant relation with other research variables. Thus, each of them was set as a factor in a one-way ANOVA. In

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Table 9, the results of one-way ANOVA of cultural implication indicate that there is a significant difference of cultural implication according to research methods (F=4.617, *P*=.035).

TABLE 9

One-way ANOVA of cultural implication with other variables

		Sum of Squares	df	Mean Square	F	Sig.
Research topics	Between Groups	3.840	1	3.840	1.715	.194
	Within Groups	181.389	81	2.239		
	Total	185.229	82			
Applicable level	Between Groups	.066	1	.066	.188	.666
	Within Groups	28.584	81	.353		
	Total	28.651	82			
Research method	Between Groups	2.299	1	2.299	4.617	.035
	Within Groups	40.328	81	.498		
	Total	42.627	82			
Date of publication	Between Groups	1.366	1	1.366	.068	.795
	Within Groups	1621.815	81	20.022		
	Total	1623.181	82			

Note: Factor=cultural implication

The next finding from the one-way ANOVA of research topics shows a significant difference depending on the applicable levels, primary, secondary and tertiary (F=7.836, *P*=.000), and the date of publication (F=6.396, *p*=.000). The following Table 10 illustrates the details.

TABLE 10

One-way ANOVA of research topics with other variables

		Sum of Squares	df	Mean Square	F	Sig.
Applicable levels	Between Groups	8.213	4	2.053	7.836	.000
	Within Groups	20.438	78	.262		
	Total	28.651	82			
Research method	Between Groups	3.535	4	.884	1.763	.145
	Within Groups	39.092	78	.501		
	Total	42.627	82			
Date of publication	Between Groups	400.893	4	100.223	6.396	.000
	Within Groups	1222.288	78	15.670		
	Total	1623.181	82			
Cultural implication	Between Groups	1.161	4	.290	1.508	.208
	Within Groups	15.008	78	.192		
	Total	16.169	82			

Note: Factor=research topics

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According to Table 11, research methods used in the studies of ELLT also made a significant difference in terms of the date of publication (F=6.625 , P=.000), cultural implications (F=2.739, P=.049), and research topics (F=4.540 , *P*=.005).

TABLE 11

One-way ANOVA of research methods with other variables

		Sum of Squares	df	Mean Square	F	Sig.
Applicable level	Between Groups	2.259	3	.753	2.254	.089
	Within Groups	26.392	79	.334		
	Total	28.651	82			
Date of publication	Between Groups	326.265	3	108.755	6.625	.000
	Within Groups	1296.916	79	16.417		
	Total	1623.181	82			
Cultural implication	Between Groups	1.523	3	.508	2.739	.049
	Within Groups	14.646	79	.185		
	Total	16.169	82			
Research topic	Between Groups	27.240	3	9.080	4.540	.005
	Within Groups	157.989	79	2.000		
	Total	185.229	82			

Note: Factor=research method

3. Research Question 3: Content Analysis

For research question 3, to investigate how the cultural implication is represented in the studies about the aural and oral English competence, a content analysis was executed on the basis of three stages: keyword searching, text-mining and text extraction. As a result of keyword searching, 22 filtered journal articles was prepared (refer to Table 12). According to a quick scan of the titles of the 22 collected journal article, it's supportable to assume that most of the studies with a cultural implication in ELLT concern learners' cognitive process of language learning, language use, interlocutors' interaction and authentic teaching and learning materials, since the titles of the collected journal articles include words like 'motivation', 'perception', 'interaction', 'metacognitive strategy', 'request', 'politeness', 'discourse', 'speech act', 'anxiety', and 'turn-taking'. Next, text-mining through the online automatic program at http://textalyser.net/ was conducted. In the process of text-mining, the whole texts of journal articles were scanned and analyzed except 3

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articles*. In the results, of the 22 journal articles, a total of 99,682 words were counted, and 'English' was ranked at the most frequent word, 'listening', 'motivation', 'learning', 'factor', 'reading', 'study', 'students' were followed ranking from second to sixth. Table 13 shows the results of text- mining of culture-related journal articles.

TABLE 12

Results of text-mining of culture-related journal articles (Total=99,682 words)

Word	Occurrence	Frequency	Rank
English	149	2.3%	1
listening	121	1.8%	2
motivation	104	1.6%	3
learning	102	1.6%	3
factor	101	1.5%	4
reading	75	1.1%	5
study	74	1.1%	5
test	72	1.1%	5
self	72	1.1%	5
students	67	1%	6

In sequence, from the results of text-mining, culture-related words were re-extracted from the results. According to Table 13, the word 'intercultural sensitivity' is the most frequently used culture-related word, and other words like 'intercultural', 'cultural awareness', 'intercultural communicative', and 'cultural difference' were detected.

TABLE 13

Extraction of culture-related words from text-mining results

Word	Occurrence	Frequency	Rank
intercultural sensitivity	12	0.1%	11.5
of intercultural	8	0.1%	10.7
cultural awareness	6	0.1%	4.9
intercultural communicative	6	0.1%	16.9
cultural differences	4	0%	64.2
intercultural communicator	2	0%	9.1
culture as	2	0%	10.1
empowering intercultural	2	0%	19.3
intercultural communicative competence	5	0%	18.1
culture in language	2	0%	10.3

In the last stage of the content analysis, culture-related text extraction from the journal article was executed. Using the culture-related words that were listed in Table 13, the study searched the culturally connoted sentences and phrases from the collected journal articles.

* Since the text mining program only works for English text, the 3 journal articles that were written in Korean were excluded, but instead the abstracts were analyzed, which were written in English.

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In this stage, the study conducts an in-depth content analysis, imparting the meaning to latent content, thus it regards Strauss (1987)'s suggestion in the axial coding. The excerpts are mostly adopted from the discussion part of studies, and out of 22 journal articles, some journals include culture learning only as a referential factor, while others deal with culture learning as the goal of research. As a result, the study found distinguished aspects of culture learning, which are related to ICC competence by Byram (1997). As it was introduced in the introduction, ICC comprises knowledge, attitudes and traits, proficiency, skills and awareness, and the results of content analysis are categorized according to ICC components (See Table 14). Although the content analysis was conducted only in a limited number of excerpts, it still implies the informative research findings, which are categorized according to ICC components. Also, out of the five ICC components, cultural awareness is mostly concerned and discussed in the studies of the aural and oral English competence of Korean EFL learners.

TABLE 14

Results of content analysis of culture-related journal articles

ICC components	Excerpts	References	Competence
Knowledge	"It is possible that familiarity with culture-specific emotion scripts affects the choice of emotion vocabulary"	J-K Lee (2011, pp.203)	oral
Attitudes and Traits	"[…] how learning environment or culture affects the kinds of motivation will be another key subject in future motivation studies"	Yang (2011, pp.112)	aural
Proficiency	"By engaging in these synchronous communication activities learners of English from different cultural backgrounds can acquire unique strategies and expressions from which they learn from each other"	Park (2001, pp.1)	oral
Skills	"The practices of producing the target language (English) should be focused on cultural values and a culture-specific discernment that are embedded in the target language in order for the students master multi-functional language use"	Hong (2008, pp.113)	oral
	"Thus, it is also crucial that teachers teach cultural and linguistic differences in the use of gambits"	Rafik-Galea (2002, p.16)	oral
Awareness	"The materials are primarily for English listening comprehension, enhance awareness of American culture and life-styles, and to encourage students' active role in learning English"	Im & Ahn (2002, pp.1)	aural
	"The experience of being different is always encountered when interacting with people from other cultures. The acquisition of ICC has to be completed on the basis of changes of their attitudes about the feeling of being different"	Chang (2012, pp.15-16)	oral

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"Despite insignificant differences, these differences can be interpreted in terms of the dimension of collectivistic and individualistic cultures. Collectivistic Korean people are more likely to apologize in using the forbearance strategy than NE speakers for the sake of social harmony and cohesiveness, whereas for individualistic American people, offering apologies in using the Forbearance strategy can be a considerable violation of the speaker's self-esteem and autonomy"	Chun (2013,pp.80-81)	oral
"The importance of cultural awareness extends well beyond the knowledge about the culture of an English-speaking country"	JK Lee (2002, pp.21)	oral

3. Discussions

To answer the research questions, the study conducted the FA, CA, one-way ANOVA and content analysis and found the significant results described in the previous chapter, but there are still potentially noteworthy findings related to culture learning.

First, among the research variables, in particular, the cultural implication is significantly correlated with the research methods. According to Pickering (2008), the book, '*Research Methods for Cultural Studies*' suggests that culture-related text analysis is mostly conducted by discourse analysis, which is one qualitative research method. So, in this study, the findings supported the Pickering's suggestion that most culture-related journal articles were found from the studies conducted by qualitative research.

Second, the study reported that most of culture-related studies were found in the studies of oral English competence in the Journal of ELLT (i.e.18 out of 22 journal articles according to Table 4). The importance of oral competence related to pitch, rhythm, intonation, and speech acts for the development of ICC was discussed in the early studies of ICC. For instance, Hall (1959) introduced the cases of miscommunication due to the difference of intonation, pitch and rhythm in the intercultural communication. In this vein, it is crucial to perform the appropriate intonation, pitch and rhythm if the goal of language learning is to acquire ICC.

Third, in the results of the content analysis, cultural implications were synthesized according to ICC components: knowledge, attitudes and traits, proficiency, skills and awareness. Most of culture-related studies discuss about cultural difference, which is recognized at the early stage of responses described in the intercultural sensitivity scale (Chen & Starosa, 2000). According to Bennet (1993), the experience of difference with people from other cultures firstly sets people at the ethnocentrism stage, but more experience of difference makes them move forward into the ethno-relativism stage by continuous interlocutions, which is regarded as a positive signal to acquire ICC (Chang,

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2012). Thus, this study supports that encouraging learners to recognize the difference in the intercultural communication is important to acquire ICC.

V. CONCLUSION AND SUGGESTIONS

The present study has reached three overarching findings on the basis of a blend of quantitative and qualitative research and the results are threefold: (1) the descriptive information from the studies of aural and oral English competence in ELLT reports that the largest number of journal articles was found in 2009, the most frequent research topic was about students' perspectives of learning, the predominant subject of the studies was the tertiary level, the qualitative studies were found more often than quantitative studies, and cultural implications were mostly discussed in the studies of oral English competence, (2) the results of a statistic review showed the significant correlation among research variables: date of publication, research topics, applicable level, research methods and cultural implication, (3) the study suggested that the perspectives of culture learning from the studies of aural and oral English competence are categorized according to the ICC components: knowledge, attitudes and traits, skill, proficiency and awareness. In the present study, the critical review of studies on aural and oral English learning was conducted to ascertain the crucial role of culture in the language classroom, but it's restricted for the findings to apply to general ideas since the limited number of journal articles was analyzed. However, the present study is regarded as the initial stage of research to investigate culture learning in respect of the aural and oral English learning and the further investigation is requested on culture learning for the development of aural and oral English competence for Korean EFL learners.

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Hyung-ji Chang
Dept. of Foreign Language Education
Sun Moon University
100 Kalsan-ri, Tangjeong-myeon
Asansi, Chung-nam, 336-708, Korea
Tel: 41-530-2488
Email: maria5576@hanmail.net

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