ALGERIAN CULTURAL UNDERSTANDING OF THE PRESIDENT OBAMA’S SPEECHES: VERBAL VERSUS NONVERBAL COMMUNICATION

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Anglo-American Studies

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Dedications

“I would like to dedicate this work to my dear beloved Father and Mother.”
Candidate Declaration Form

I, Bara Assma,

Candidate of Master at the Department of English, Larbi Ben M’hidi University,
do hereby declare that the dissertation entitled: “ALGERIAN CULTURAL UNDERSTANDING OF THE PRESIDENT OBAMA’S SPEECHES: VERBAL VERSUS NONVERBAL COMMUNICATION” in partial fulfillment of MA Degree in Anglo-American Studies is my own original work, and it has not previously, in its entirety or in part, been submitted at any university.

______________________________

Date: 17 /05/ 2015

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Signature of the candidate

.............................
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My beloved sister and brother for the efforts they made through the research process.

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God bless you all
Communication between groups of people may take different types and forms. Whether Direct or indirect, verbal or nonverbal, physical or abstract; communication is a daily necessary act of life. In a multicultural interactive context, there are two major communicative bases. The direct audiovisual and indirect in forms of interaction with others’ productions like writings. In the same stream of communicative samples, the American-Algerian communicative attitude has a set of special characteristics. The investigation of such characteristics is the main aim of the conducted research. In a form of an Empirical study; relying on the Mathematical Theory of Communication and the Knowledge Gap Theory, the success of an American-Algerian communicative act was tested under multiple possible scenarios. American-Algerian indirect interaction resulted in the use of French linguistic background, while, the direct audiovisual one required more skillfulness in the English language itself. The result is related to the Algerian historical background, linguistic linkage and similarities between French and English, and high technology globalization.
Résumé

La communication entre les groupes de personnes peut prendre des différents types et formes. Qu'elle soit directe ou indirecte, verbale ou non verbale, physique ou abstraite; la communication est un acte nécessaire dans la vie quotidienne. Dans un contexte interactif multiculturelle, il y a deux majores bases de communication. L’audiovisuelle directe, et indirecte dans les formes d'interactions avec les productions des autres comme l’écrit. Dans le même flux d'échantillons de communication, l’attitude communicative Américano-Algérienne a un ensemble de caractéristiques spéciaux. L'investigation de ces caractéristiques est le but principal de la recherche menée. Dans une forme d'une étude empirique; se fondant sur la Théorie Mathématique de la Communication et de la Théorie de l’écart de Connaissance. Le succès d'un acte de communication Américano-Algérienne a été testé en relation à plusieurs scénarios possibles. L’interaction Américano-Algérien indirecte a donné lieu à l'utilisation d'antécédents linguistiques française, tandis que l'audiovisuel directe nécessitait plus l'habileté dans la langue anglaise elle-même. Le résultat est lié à l'arrière-plan historique Algérien, liaison linguistique et les systèmes de signes communs entre la langue française et anglaise, et l’aspect de la haute technologie de mondialisation.
الملخص

التواصل بين مجموعات من الناس يمكن أن يتخذه أنواع وأشكال مختلفة. سواء كانت مباشرة أو غير مباشرة لفظية أو غير لفظية، ملموسة أو معنوية. التواصل هو عمل ضروري في الحياة اليومية. في سياق تفاعلي متعدد الثقافات، هناك قاعدتان رئيسيتان للتواصل: السمعية البصرية المباشرة وغير المباشرة في أشكال التفاعل مع المنتجات الأخرى مثل الكتابات. في نفس سياق عينات التواصل والسلوك التواصل الامريكوجزائري يتميز بمجموعة من السمات الخاصة. التحقيق في هذه الخصائص هو الهدف الرئيسي من البحث الذي أجري. في دراسة ميدانية و استنادا إلى النظرية الرياضية للاتصال ونظرية الفجوة المعرفية، وقد تم اختبار نجاح التواصل الامريكوجزائري على مستوى عدة سيناريوهات محتمة.

أدى التفاعل الامريكوجزائري غير المباشر إلى استخدام الخلفية اللغوية الفرنسيّة، في حين تطلب التواصل السمعي البصري المباشر المزيد من المهارات في اللغة الإنجليزية نفسها. نتيجة للخلفية التاريخية الجزائرية، والتشابه الملحوظ على مستوى العلامات والأنظمة اللغوية المشتركة بين الفرنسية والإنجليزية، والجانب التكنولوجي للعولمة.
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<td>AAF</td>
<td>Algerian American Foundation</td>
</tr>
<tr>
<td>CT</td>
<td>Communicative Technology</td>
</tr>
<tr>
<td>DL</td>
<td>Daily Life</td>
</tr>
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<td>MPEI</td>
<td>Middle East Partnership Initiative</td>
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<tr>
<td>SES</td>
<td>Socioeconomic Status</td>
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General Introduction

This study set out to examine the understanding of the American culture by means of the discourse of the 44th U.S. president “Barack Obama” in a multicultural environment; namely the Algerian understanding of the cultural speeches. Parts of the inaugural speech of 2009 and 2013 for the indirect interaction. The Ramadan Iftar hosting in the White House along with the joke about the shared history with the United Kingdom is for the direct audiovisual interaction. This study, seeks to find out the extent to which president Obama is successful in conveying the message via nonverbal aspects of communication from one side, and via the choice of words from another side.

The study seeks to answer a number of questions in the process of detecting the Algerian understanding of the American culture. Mainly, is there a special characteristic in the American-Algerian communicative context? Does Barack Obama takes into consideration the language and culture of the audience in mass communication? What are the most common used tools in the American-Algerian communicative context? The fourth is basically about the relationship between the Algerian understanding and the general culture of the Algerians, in terms of the evident cultural dependency on the French; as well as, questioning the reasons behind the tools choice.
Based on the previous research questions; the following hypothesis is set: non-verbal communication rather than the verbal one is the preferable tool for the Algerians in direct communication, when the lack of language causes the failure of the transmission of the message. Obama being a witty orator does consider the language and culture of the audience in mass communication.

To investigate this matter, proving the existence of communicative interaction with the American culture is necessary. Surveying a sample of 200 Algerian citizens is the chosen methodology. The sample contains different cultural backgrounds (politicians, intellectuals) under a category of age of 6 to over 50 years old. The survey will be followed by a study group of 50 Algerians to experiment the Algerian interaction with English written materials. Then a sample of 25 dedicated to the investigation of the Algerian communicative attitude in case of direct interaction will be treated. An analytical quantitative method will be applied on the data gathered from the study group. Followed by a descriptive qualitative discourse analysis in terms of words’ origins will be the treatment tool for the written form of the speeches of president Obama. The first part of the analysis will be based on the Mathematical Theory of Communication of Shannon and Weaver 1949 and the second will be about Knowledge Gape Theory of P.J. Tichenore 1970. A comparative method will take place at the end, by comparing the findings of the two preceding theories in order to figure out the best tool in a multilingual situation. The dissertation is written with respect of the MLA style, the 7th edition.
Communication being the act and procedure of expressing ideas and feelings, or transmitting information, is a very wide subject area that covers verbal and nonverbal aspects; these aspects go along together in conveying the message. In the case of politicians, who concentrate a lot on what to say and how to do it, the U.S 44th president Barack Obama is considered as a clever orator. As a matter of fact, his high persuasive capabilities, in terms of non verbal rather than verbal aspects of communication, used with another cultural or lingual mass audience.

To specify the study case, we took silence as the oral form of communication; since the combination of silence and an already existing cultural context is a type of communication according to Anolli. In the process investigation of the extent to which silent communication exists deliberately in certain situations, the Mathematical Theory of Communication is seen practical.

People working in various areas of social science are often confronted with questions about language; as well as does those concerned with cultural studies. Since language is a part of culture, the deliberate choice of words according to the context in mass communication for politicians will be tested. Obama’s speeches will be the focus of our attention.

The work will be undertaken in three chapters. The first will include the American-Algerian communicative attitude in theory. The theories of communication and the previous studies about the topic will be presented, along with a short bibliography of the 44th president of
the Unites States and the policies of the Democratic Party and the USA in general. The second chapter will contain the collected data (the study group and survey) with the analysis of the findings. The analysis of the speeches of Obama will take place in the 3rd chapter of the research.
CHAPTER ONE

ALGERIAN-AMERICAN COMMUNICATIVE ATTITUDE IN THEORY

Introduction

Communication between cultures requires a set of elements and strategies. As well to declare a successful multicultural status; a set of requirements is needed. According to the type of communicative skills, the requirements differ. For example the verbal communicative act requires knowledge of the language or a similar one. When it comes to direct communicative contact; nonverbal communicative acts plays a very important role in directing the context. In a situation of the use of a second language, strategic silence is a very expressive tool. Detecting each of the previous tools of multicultural communication, the use of certain theories and definitions were seen necessary. Regarding the certain communicative poles chosen (American-Algerian), a clarification of the American communicative attitude was also claimed to be important.

1. Communication Between Cultures

Due to the massive implication of the terms: communication, intercultural, and culture, it seems appropriate to start by clearing their intended meanings in this research. Culture is the first to be explained. With more than a hundred definitions available, culture is defined to be a
“Learned, Group-Related Perceptions” and “Contextual Symbolic Patterns of Meaning, Involving Emotions” (qtd. in Martin and Nkayama 114). That definition seems the most appropriate for the undertaken research. The fact that the definition includes self-made perception (that is how people perceive a same communicative act differently according to their ideology and way of interaction); along with the contextual symbolic patterns (that is how the context and feelings effect the meaning of a certain communicative act i.e. how emotions differentiates the meaning of a same communicative act) makes it the most suitable for the study of intercultural communication, and communicative skill development.

Not far from this last, the study topic required, among many, communication to be defined as “a dynamic process in which people attempt to share their internal states with other people through the use of symbols” (qtd. in Samovar, Porter, and McDaniel 16). Again, symbols refer to both verbal and nonverbal. Besides, the aspect of personal choice of communicative skills limits this wide term and specifies it to suit the undergoing study. To combine the terms’ definitions intercultural communication as a term comes to the surface. Being defined as: When “a member of one culture produces a message for consumption by a member of another culture” (qtd. in Samovar, Porter, and McDaniel 12); intercultural communication has been set to the context of the undergoing research. Yet, this message and its consumption differ from one group to another, as well as within a same group. This research, by means of the previous definitions and theories that are to be provided, aims to investigate a certain intercultural communicative attitude.
2. Types of Communication

2.1. Verbal vs. Nonverbal

Communication, as preceded is “the activity or process of expressing ideas and feelings” (qtd. in Oxford Advanced Learner Dictionary 301). This” dynamic “(Samovar, Porter, and McDaniel 16), process never ends. It takes place simultaneously with somebody’s “attribution of meaning to another person’s words or actions” (Martin, Nkayama 94). The attribution takes two different yet inherent ways, verbal; based on a system of signs and nonverbal based on certain acts and gestures. The must-be-present relation between the previous two acts of communication guarantees a certain high percentage of the positive communication. In other words this combination limits misunderstandings in communicative situations.

Verbal communication in the form of language is, as agreed upon by most scholars, the “essence” (Chomsky 78 ), of human interaction it is “the fundamental reservoir and medium for any labeling process serving to organize and represent the moral and social contours and relations of different groups in society”( qtd. in O’Sullivan et al. 2006). This major means of communication is to be the core difference between groups of people due to the interchangeability characteristic of it; this characteristic permits individuals to create and utter any message.
The arbitrariness of language, as well, creates a sphere of invention freedom for individuals to insert new dichotomies of signs and meanings. Within a given monolingual environment, verbal communication enables direct and indirect exchange of abstract ideas, it is also a means to transmit and inherit culture from a generation to another. In this context the American novelist Rita Mae Brown states that “language is the road map of a culture, it tells you where its people came from and where they are going” (qtd. in Samovar, Porter, and McDaniel 221).

Language, as a term, covers major sign systems such as: Arabic, English, French, Urdu …etc. It also includes culture specific spoken and/or written ones. For example, dialects, slang, and branding being communicative tools as well. But the fact that they are spoken only by minor groups (whether cultural, racial, economic, social class division …etc) denies their consideration as languages. Language is the major means of communication. Yet the implication of double meaning (surface meaning and deep meaning) obliges the addresser to use other techniques rather than spoken and written words. The needed techniques belong to the nonverbal aspects of communication. It precises the intended meaning and reduces the misunderstanding.

Nonverbal communication with all what it holds of techniques is the needed ingredient to a successful interaction. In the same context, René Descartes the French philosopher and mathematician stated “to know what people think, pay regards to what they do, rather than what they say” (qtd. in Samovar, Porter, and McDaniel 243). A couple of examples will take place in order to defend this last idea of Descartes starting by babies’ communicative attitude before they
acquire a language; babies tend to communicate using Kinesics. This last includes body movements such as: gestures, facial expressions, posture (O’Sullivan et al 45). Another example would be cavemen and some primitive tribes in Africa. Cavemen used gestures to communicate. This is clear from the sketches discovered later; during their failure to form an independent sign system to express their ideas and interact they used gestures. The same idea is applicable on the tribal men of Africa who use direct face to face interaction and that guarantee the maximum transition of the message. This primitive or let it be instinctive kneel towards the nonverbal rather than the verbal aspects of communication can be explained by stating some of the characteristics of nonverbal communication.

Starting by the fact that nonverbal communication is controlled by both conscious and unconscious, this type of communication is omnipresent and essential in human interaction (Samovar, Porter, and McDaniel 2009). No matter how someone tries not to express him/her self via kinesics; practicing a pure verbal communication is still very remote possibility. Nonverbal-communication also manages interaction via creating impressions; it shows the percentage of interest in the conversation, the amount of understanding, and extent of success of the interaction.

Whether it is the Romanian proverb that states; “The eyes have one language everywhere” or it is the Latin adage “the face is the portrait of the mind; the eyes, its informers.” People everywhere are captivated by the face, it is considered as the source of truth in humans. Whether
it is simulated with speech or silence; the face is more expressive than words for most cultures.

Without getting far from the idea of silence; a big debate takes place among scholars on whether silence is a sort of communication or not.

Austrian sociologist and psychologist Paul Watzlawick claims that “every behavior is communication and also silence, being a behavior, is, tout court, communication” (qtd. in Penna, Mocci 1). Watzlawick argues that not communicating is itself a communicative case, since there is an addressee (the silent one), the addressee (all other people present near) a message (that he does not want to communicate). The debate includes as well Claude Shannon and Warren Weaver. Two major American icons in science and mathematics developed the Mathematical Theory of Communication, Shannon and weaver argued that the amount of the transition of the message during silence is barely considerable and related to whether silence is deliberate or not (Shannon, Weaver 1949). The calls for conceptualizing silence in its context lead by the scholar Anolli sets another dimension the debate. This last published a set of articles on the subject in 2002, conveying that silence cannot be considered as a communicative attitude or not without a clear definition of the context. Addressed to as ‘the strategic silence’ of Anolli, this is considered as the link between the previous viewpoints on whether silence is communication or not.
3. Theories of Communication

As in all fields of research, communication does embrace a large set of theories by a lot of scholars each with its bases and implications. These theories tend to be a linking thread between communication and other fields of study. Psychology, historical studies, exact sciences and cultural studies this latter is the essence of the undertaken research, Namely *The Knowledge Gap Theory* (1970) and *The Mathematical Theory of Communication* (1949).

3.1. The Mathematical Theory of Communication

*The Mathematical Theory of Communication* is a theory written by the American electricity engineer and mathematical scientist Claude Elwood Shannon. It was published in a two sections article in the journal of “The Bell System Technical Journal” based on previous works by Norbert Wiener. It is appropriate to indicate that Wiener was more concerned with applications related to or inspired by biology (Blaht, Hajek). Like that the aspects of communication are related to the human nervous system’s interpretation of electrics messages. He focused on organic differences producing communicative acts. The theory was later revised and republished in a form of a book under the title: *The Mathematical Theory of Communication* in 1963, with Warren Weaver as a co-author.

The mathematical model of communication according to Shannon includes five parts represented in figure 01 as follows: The Information Source defined by Shannon as the part that
generates the message (a unit or a group of units) resulting in an interaction with the addressee (Shannon 1948). Shannon has set a number of communicative forms. He classified them according to number and nature of variables. Starting by the least complicated in the form of sequenced letters as can fax or telegraph presents. A single function of time in a form of the radio broadcast or telephone call. The third form is what black and white television may present of combination of two functions (time and space). The “three dimensional” sound transmission is the fourth possibility presented by Shannon to present two or more time functions. Next on the list sets “several functions of several variables” presented by colored television. Shannon stated that the combination of several functions with several variables is a possibility. He gave the example of television associated with radio channel where time and space are not stimulated. *The Mathematical Theory of Communication* covers several more cases on the topic of the information source; but the major concern of this research is the first and fifth, i.e. the sequenced letters and the colored TV transition. The second part is the Transmitter which was defined as the operation that produces “a signal” that fits the “transmission over the channel.” To limit the definition to the study cases; the encoding system in the printing machines and its process is the transmitter. In the second case the transmitter would be the television and frequency modulation. The third element is the channel, it is just the medium used to transmit the signal from transmitter to receiver (the visual channel and the band of frequencies). Another item is the Receiver; it has the opposite job of the transmitter that is reconstructing the message from the
signal. Arriving to the last item in the communicative model of Shannon and Weaver; the Destination occupies a great importance. It is considered as the person or item the message is addressed to (Shannon, Weaver 1963 page).

**Figure.1: Schematic Diagram of a General Communication System**

![Schematic Diagram of a General Communication System](image)


Moving to a more special case, namely silence; Shannon and Weaver claim that it is a no communicative statues; since the logarithmic equations they provided for each of the previous cases is equal to “0” or barely a considerable value. For example

\[ H = - \sum p_1 \log p_1 \]

\( P \) represents possibilities of the transition of the message. And \( H \) is the numerical value of the result. \( \sum \) is a mathematical symbol to indicate the sum of certain values. The result was based on the following experiment:
Starting from $T_0$, the moment in which the source has stopped uttering a signal with a code known to the observer, to $T_1$, the moment in which it has started again to utter, the same observer would have a real informative differential, then we could claim that silence communicated. This paradigm, however, cannot be applied to all sources. The problem arises from the fact that, in many cases, silence communicates only because it is associated to communicative deliberateness. (Penna, Mocci 2)

Another issue raised is the feedback ambiguity. In a case of two sides in a conversation (A as the source and B as the receiver); if both A and B keep silent, and B does not provide a feedback towards A, the latter would not be able to distinguish whether B has kept silence to express the transition of the message or the contrary. This position of confusion will certainly cause a miscommunication argues Penna p. Maria, and Sandro Mocci. The undertaken research aims to investigate the efficacy of “communicative silence” in one of its stages. So it is necessary to include another theory to support the hypotheses. Anolli’s psychologically supported theory seems to be the right choice. In the set of articles published in the journal entitled The Psychology of Communication (Psicologia Della Comunicazione) in 2002; Anolli holds that “there is already an interactive context and a communicative relationship” (qtd. in Penna, Mocci 5). Already established relations based on Social classifications, professional ones, or temporal
relations related to time and space; is what really indicates if silence is a communicative act or not. Basing on the combination of the two previous theories; an analytical study will take place later in the research, but before that, a means of classification is needed to process the written aspect of communication that would be *The Knowledge Gap Theory*.

### 3.2. The Knowledge Gap Theory

*The knowledge Gap Theory* was introduced to mass communication literature in 1970 by three researchers from Minnesota University namely: Tichenore Philip Associate Professor of Journalism and Mass Communication, Donohue George Professor of Sociology, and Clarice Olien an instructor in Sociology. This theory is based on the classification of the population of a particular country or a group of people according to five factors, that are according to Tichenore and his associate the major items to widen or narrow the gap. The first factor mentioned in the article is: the difference in communication skills between high and low socioeconomic statues (SES) persons; these skills are mainly language and kinesics acquisition. Differences in the existing knowledge from prior exposure are the second factor, in other words the prior knowledge about the topic under discussion. The third factor is the differences in amount of social contact relevant to the topic under-study (i.e., public affairs). Next in the list is differences in exposure and retention of information, this factor is more personal and based on individual capacity of acquisition and memorizing. The last factor is concerned with the generalization of
the previous ones. Tichenore and his associates argue that the middle-class orientation of the print media is the primary source of public affairs information (Ettema, and Kline 181).

Detecting the previous factors allows the researches to determine the nature of the study case and their communicative potentials and preferable strategies.

A similar study in 1974 by Katzman provided a similar list of factors based on knowledge amount rather than SES. This list included a more exemplified explanation. Katzman started with differences in communication skills due to the differences in abilities in education. Then; the existing differences in the ability to make use of new information due to the differences in the individual’s existing knowledge take place. Differences in access to new communication technology due to differences in financial sources are the third factor. The last factor is the differences in motivation to use communication resources. This list seems to be more applicable and will be considered as an explanation of the first set in the process of treating the study case.

James Ettema and Gerald Kline in their article “Deficits, Differences, And Ceilings: Contingent Conditions for Understanding the Knowledge Gap” provided that “the hypothesis thus implies that attempts to equalize the distribution of information within a social system which employ the mass media are bound not only to fail, but actually to increase the inequality”, Due to the interests of individuals. A similar idea is mentioned by Tichenore and his Associates. They argue that the possibility to bridge the gap in the society is very remote (1970). In later
study, they cleared the reasons behind this pessimist prediction. Comparing two technical expressions, the knowledge of and the knowledge about, they claim that being familiar with a current topic or event, is totally different than being analytical and having formal knowledge about it (1973). Another argument presented is again conceptual comparison. At the level of the quality of knowledge; this last could be either confirmatory, or domain specific. The difference in types and characteristics of knowledge does create problematic gap. The knowledge gap is an omnipresent characteristic in all forms of society. For example, an analysis of the exposure of American culture to the Algerian society will certainly result a huge gap among the population.

4. 1. American-Algerian Cultural Interaction

The expression “Algerian relations” is often linked to France and its interests. This linkage is based on 130 years of armed and cultural colonialism. This long term control made other partnerships unexpected. Yet, the United States of America has claimed its position among the Algerian allies and foreign relation’s list. Politically the relationship between USA and Algeria has been swimming between full and empty since the independence of the later in 1962. During and after the Arab and colonial Israeli war in 1967, Algeria broke off the relations with the United States. The cut in the official relations was a result of the Arab-israeli war. The United States at the time took a lean to the israili colonization. Risking the relations with many Arab countries among which is Algeria.
Later the relationship was restored by the president El Chadli Bendjedid in 1974. Since then the relations are mostly described as stable and friendly. Bilateral assistance in fighting terrorism and stabilizing the North African area was a major concern of both countries, in forms of governmental and nongovernmental associations. An example would be “the Middle East Partnership Initiative (MEPI) funding (MEPI). A more recent contact is the convening to the third session of the Strategic Dialogue on April 8, 2015. The American secretary of State John Kerry and the Algerian Minister of Foreign Affairs Ramtane Laamamra chaired their respective delegations.

As for the economical branch, oil industry has been the main communicative sphere between the two countries, in a form of hydrocarbon investments and crude oil importation. It is claimed that the United States has funded a program supporting the Algerian efforts to develop a functioning and a transparent banking and income tax system (US Department of State 6). Cultural and linguistic interaction is based on imperialistic American attitude, whether via advertisement, educational exchange, media and entertainment shows or other fields of communication. The clearest example is the last set of cultural events programmed by the US Embassy in Algeria namely: Algerian Youth Voices Program which took place on October 11-17-2015. The incident that wowed the audience when the US ambassador in Algeria Polaschik joined hip hop band Big Piph and Tomorrow Maybe bands at a concert at Salle Ibn zeydoune Riad El Feth, Algiers seems to be a clear and direct cultural delivery, presenting a high quality
intercultural interaction (Algiers.US Embassy). Not far from the US politicians and intercultural communication an obligatory presentation of the American communicative attitude is to take place.

5. **American Communicative Attitude**

A multicultural country like the United States of America faced a lot of problems in the quest of searching an independent united identity, this quest started as early as the foundation of the colonies. The imported clash among the immigrants from all over Europe (Spain, France, Britain...). In addition, the African enslaved population was a basic ingredient in the American social pot. The clash between these groups was not just at one level. It was wide spread to all fields of life. Social system, ideology and traditions, the economic system and the linguistic one faced real challenges throughout the American history.

Linguistically speaking, in 1749 Benjamin Franklin advocated a “Grammar School” in the state of Philadelphia where English was the language of instruction rather than Latin (Reef 11). After, an attempt to diminish the German language in 1755 via the “English-language charity schools” took place. This lingual clash still exists and it is very obvious in the official papers. The American authority provides official papers in many languages; an example is driver’s license that is administrated in 32 languages in California. Over 5.5 million US students, English is a second language (Samovar et al. 222). These and more fact implicates that the USA is an example of multicultural interaction at all levels economical, educational, at the level of the
norms, or political. This last level presents a model of perfect cross-cultural interaction, and high communicative skills.

5.1. **Political Attitude**

In the United States of America there are two major parties that confer the authority. The Republicans who won 23 presidential terms, with a total rule of 88 years are the first. The last Republican presidency was occupied by George W. Bush in a form of double termed period, where the choice of the Electoral College proved its efficiency. On the other hand the Democrats who have better records than the former; in terms of majoring the Electoral College (the highest majority in 1936 by 98.5 %), the period of rule (90 years and still counting on), and in the amount of double terms by 5 presidents (Levendusky 2009).

These results are counted for the communicative attitude and no exclusion policy. The policy of the two parties, conservatism for the Republicans and liberalism for the Democrats forms the political general attitude in the United States of America. It is clear through the representatives of both parties that they ought to develop the general social sphere in the United States. Including representatives from different cultural and racial backgrounds is seen as a tolerant step towards a united America. Economic freedom is a principle included in the republican platform of 2012, as well as the “Reining in Out-of-Control Spending”. This last is counted on the health care insurance spending. Even though the republicans are less expressive to tolerance, and do not
show interest to lower classes’ interests. Americans have shown a high sense of devolution as a result of a semi-perfect rule system. This system guarantees transparency, justice and freedom.

5.2. Democrats Interaction with Minorities

The Democratic Party was established in 1828 by Thomas Jefferson, James Madison and other opponents of federalism at the time, after the Democratic-Republican Party was dissolved. It has since then adopted liberalism, economic equality and social justice policy. The party also based its policies on a set of socially supported issues such as: consumer and environmental protection, labor unions, social programs, and health care, what provided a wide support among the middle and low classes, basically in the agrarian south. Antiwar and “soft on crime” is the common description to Democrats. During the rule of Bill Clinton 1993-2001; the accused rights protection was more important than the rights the victims (Levendusky 28).

Democrats are perceived as holding an upward flow of power that guarantees the best possible interaction with the society groups. Freeman declares that Democrats, composing constituencies, are self-identified as united in terms of thoughts, expecting the party to respond to their agreed upon agenda (1989: 2). In other words, all levels are responsible for policy making in the Democratic Party, what make it a multicultural party is its composition of minor groups such as liberals, Blacks, Hispanics, Asians, and other ethnicities (Levendusky). The different
groups are reflected in the nominees and representatives that belong to deferent ethnic and economic backgrounds.

The inner composition of the Democratic Party- previously provided- support the idea of the democrats being more interactive with minority groups and divergent cultures and ideologies, and it is very open about this stating in its official web site “America has a long and rich heritage of immigration. Democrats have always embraced our country's diversity” (“Immigration Reform”).

5.3. **Democrats Cultural Foreign Interaction**

The Democratic Party has a stable view point to foreign affairs and cultural interaction. Unsupportive of war and military interference is what has characterized the party. The withdrawal of American troops from Iraq was a promise of the president Barack Obama during the campaign of 2009, the promise was taken into practice and the troops left in duration of eighteen months, yet Around 50,000 non-combat related forces were to remain (eAnswers).

Favoring peaceful interaction, democrats are accused more by cultural imperialism. By means of economic interaction, educational, or artistic democrats achieved more results than the armed direct interaction. Africa is really affected due to missionaries and the Red Cross’s activities in the poor countries. These acts prove the interference in other countries such as Algeria. For example Americans set the Algerian American Foundation for Culture, Education, Science and Technology (AAF). The foundation was established in 2010 when democrats were in the White
House. This nongovernmental portal bridge links Algeria and the US Through collaborative projects and cultural exchange (AAF). Also the exchange programs provided by the Bureau of Education and Cultural Affairs take the cultural interaction to a whole new level. It provides, among many, a set of exchange programs for Algerians, such as the Youth Visitor Programs, Sport Visitor Program and Tech Girls. This last’s goal (SVP) is to liberate North African and Middle Eastern girls in their pursuit of education and careers in technology through “hands-on skills” development program (BECA). Along with the many scholarships available, being of a governmental or industrial source, like the Coca-Cola scholarship (algiers.usembassy). Both previous examples advocate the communicative scale intended by the elite Americans, among which is the current president.

6. Barack Obama’s Communicative Attitude

Barack Husain Obama was born on August the 4th, 1961 in Honolulu Hawaii, to an immigrant father - Barack Obama senior - originated from Kenyan Luo ethnicity and Kansas born Stanly Ann Dunham. Born to an elite parents acquainted with a considerable amount of different cultures; provided a healthy safe environment for Obama to be in contact with multiple cultures and develop a unique communicative attitude. Displacing between Hawaii, Indonesia, Illinois, Los Angeles, Chicago and arriving to Washington DC, along with the different professional occupations he held, Obama created a linkage to different levels of people.
6.1. Barack Obama’s Lingual Variation

Language variation in the undertaken research does not refer to the variety of languages alone; it refers to dialectical and choice of words within a language namely English. The clever choice of words regarding the situation is among the powerful points of Barack Obama; words like “charismatic, magnetic, energizing, eloquent, inspiring, and compelling” are often accompanied to his speeches (Leanne 18). In his book Say It Like Obama Leanne argues for the thematically expressions used by Obama as being the reason of attraction, since Obama uses very expressive phrases and land marking expressions to many cultural backgrounds along with the reference as unity and inclusion strategy.

The use of expressions like: Change that Works for you, Forging a New Future for America, A More Perfect Union, Keeping America’s Promise, Reclaiming the American Dream, Our Moment is Now, Change We Can Believe In, A New Beginning, Our Common Stake in America’s Prosperity, A Sacred Trust, An Honest Government, A Hopeful Future, Take Back America(Leanne 20). Obama never passes an opportunity to concentrate on the unity and the project of erasing discrimination under any classification.

Another characteristic of Obama’s communicative attitude is the stability in his opinions through his messages. Hendricks and Denton claims in their book Communicator-in-Chief that Obama has kept a kind of stability in terms of words used, slogans and even logos during his
public interaction. What embodied a sense of “consistency and reliability”? Besides the choice of words Obama enjoys a Biblical tone. This last gave him more credibility among Americans.

To be named as a clever orator does not imply isolated lingual skills; it also necessitates an outstanding delivery strategy, taking into consideration the audience. Obama having a very rich cultural background is expected to stand out in communicative skills. His interaction with several cultural backgrounds permitted him to grow high classed nonverbal skills. Resulting from his high self confidence, he could make anybody “feel homey”. Handshake, direct eyes contact or a big smile can direct the communicative situation, and guarantee a successful interaction.

6.2. Barack Obama’s Use of Kinesics

Kinesics is very important in multicultural communication, thus it can launch or end a conversation, and its use must be clever and careful. Shel Leanne in her book *Say it Like Obama* Stated that: “Even before you utter any words, you open a dialogue and have spoken volumes through image.”(23) This cannot pass unnoticed on a clever communicator who survived a long history of racial discrimination in the United States. Shel describes Obama as “adept” in building positive first impressions. Gestures like confident physical interaction and walk, direct visual contact, or limiting the space barrier; he is capable of initiating a friendly sphere among any audience (24).

Confidence marks are also a major factor in communicating between culture, head high, ease presence and movement, squared shoulders declare strength and transmit it to the audience
deliberately or unconsciously, for it motivates both the speaker and the receiver. Another important factor in non-verbal communication is the voice and tone; the more it is stable and strong, the more it is crowd-exciting. Silence as well holds a great importance during Obama’s speeches; Shel states that “Obama is also adept at leveraging silence and employing pregnant pauses” (27). With this last he sheds some light on the most important ideas to be delivered, with a big pinch of drama for more response.

Gestures and kinesics in general are the dramatic spices in any conversation. A multicultural communicative sphere cannot stand without an attractive delivery strategy that captures all types of audience. Yet, an outstanding skillfulness and understanding of the meaning of each for the intended audience is a very demanding issue that no one can master it easily. These characteristics are very commonly related to the American president Barack Obama declaring him as the perfect study case for the undertaken research. Not for being the president of the considered most powerful country in the world; but for his outstanding communicative skills across cultures.
Conclusion

This theoretical chapter has included the needed tools to investigate the intercultural communicative attitude. Starting by a general overview on the cross-cultural communicative sphere, an adjustment of certain definitions took place. Then, the introduction of the analytical theories was the next step. Moving to the more specific items of the research, general American communicative attitude was introduced; followed by the democrats and the study case, Obama’s cross-communicative skills. The aim of the first chapter is to declare the truthfulness of the Algerian-American cultural communication; and to present all elements of analysis of the study group intended. The chapter also held a description of the analytical means.
Endnotes

1. George W Bush is the 43rd president of the United States of America; he succeeded Bill Clinton in 2001. He is a very controversial republican president. He is very famous with the patriot act and the military intervening in Afghanistan and Iraq. His rule ended with a second term in 2009 (“George W. Bush,” Eanswers.com) 28 Apr.2015.

2. The Electoral College of the United States of America is anal political institution. It holds to choose the president and vice president. It is composed of 538 electors presenting all states and Colombia district. The most famous case when the Electoral College made the difference is the 2000 presidential election. When bush lost the general election yet became president by the support of the college (“Electoral College,” Eanswers.com) 28 Apr.2015.

3. Thomas Jefferson, is the third president of the United States, second vice president, and first secretary of state (1789-1794). The statesman responsible for the Louisiana Purchase is a major figure in the American history and the founder of the Democratic - Republican Party (“Thomas Jefferson,” Democrats.org) 28 Apr.2015.

4. James Madison, the father of the constitution as addressed to, and the fourth president of the United States of America. He is a founder of the Democratic-Republican Party in 1790’s (“James Madison;” Democrats.org) 01 Mai.2015.

5. The Democratic-Republican Party was found in the 1790’s by Jefferson and Madison as an opposition to the Federalist Party. The Republican Party as called then was the second party in U.S. history (“Democratic Party Platform,” the American presidency project) 12 Mai.2015.
CHAPTER TWO

ALGERIAN UNDERSTANDING OF WRITTEN ENGLISH MATERIALS

Introduction

The second chapter was based on a survey of more than 200 people from all territories of Algeria. Seven questions were asked demanding direct answers on Algerians’ interaction with American and English materials at several levels like: the cultural level, economic, or social levels. Due to the lack of prior studies about the topic, a study group was formulated in order to generalize the result and scrutinize its effects on the American-Algerian communicative attitude.

This chapter is mainly about the Algerian understanding of written English language materials. The analysis was based on word origin investigation. The chosen material is opening and closing parts of the Inaugural Speech of the American current president, Barack Obama, in 2009.

The second part was in a form of two other parts from the 2013 Inaugural Speech of the same president. The first was on the issue of American unity and the second was about the control of technology. The choice was based on “the Inclusion of the other” principle presented by a democrat’s member, and the multi-cultural communicative skills mastered by the 44th president of the United States of America.
1. Algerian Perception of the American Culture and Language

The American-Algerian interaction is really notable, especially for youngsters. This category adopted the Hip Hop culture and life style. For example, it is common now to see Hip Hop dressing style, break dancing, rapping even in the more conservative areas. This has been a result of the economic and cultural globalization. Another cultural aspect would be food; this last is noticing a high tensioned change in the 21st century. It has also been marked that Algerians use more English language rather than/along with the common French language in the last decade. Although the different aspect of cultural interaction; the openness on the American culture is evident now in Algeria.

American culture is often seen as “idol” for the rest of the world. But is this applicable on the Algerian society? This issue was investigated via a survey of over 200 people from all Wilayas of Algeria. The result was shockingly positive in most areas. At all levels investigated whether the artistic level, social or the economic one; Algerians were found closely related to the American culture.

Being the most influential aspect of culture; art does magic in the Algerian perception of American culture. 80% of the surveyed sample proved to use English artistic materials. Music for most youngsters was rated 1st (16 out of 20 in the category “21-25”, 11 out of 20 in the category “17-20” and 8 out of 20 in the category “26-35”). Then comes the most popular cultural
material; movies and series. Every single age category included more than 40% of people who constantly watch American and English movies. Unexpectedly, the older the sample gets the higher the percentage is (direct proportion). The other interaction level, are videogames. This level is more used by the under17 category as well as the over 35 one. This level is obtainable for free on computers, smart phones; Xbox, play stations, as well as on the world web. This availability has caused most Algerians closer to American cultural trends. In terms of attitude, clothing and make up for girls. As for the written art namely books, journals, comics, it is not often used unless it is an obligation for study or work purposes. The “26-35” category was the leading one in the voluntarily reading by a percentage of 50%, followed by the “20-25” category by 30% and the “26-35” by 25 percent of the surveyed sample.

1.1. The Social Perception

For the social perception; the question asked was: If you are to choose your society would it be the Algerian or American one? 130 surveyed people chose the Algerian society, the majority was among the 21-25 categories. 87, 69% of them have shown no hesitation about the answer. They argued that the social system in USA is disconnected, and hold no family principles. Another issue according to the surveyed sample is the economic sphere in the United States. The class division and the crime’s spread. As for the supporters of the American society; a certain hesitation was noticed for most. Yet 21, 34 % expressed clearly their wish to be an American
like society if not the American society itself. A previous study published in *The Middle East Journal of Culture and Communication* in 2013, has almost the same results for the youngsters.

From another angle, and as tracing back of American tenets in the Algerian society; Feminism, being an American born ideology (Tuana), is setting its feet strongly in the Algerian society.

Women liberation and women’s rights are strongly fought for, in the last decade. Universities and campuses all over Algeria are the loudest proof of the openness of the Algerian society to the American tenets. The francophone sphere consists the most open area to social change (Benstead, Reif 1).

1.2. The Economic Perception

The American Algerian economic bill is not a high one; yet, it is considerable at the level of American brands. Being produced in the United States or elsewhere, Algerians do use them.

Responding to the question: do you use American products? 51.59% answered yes. The products differed from an age category to another. For the female young generation, make up and cosmetics were at the top of daily needs. For boys, clothes, shoes and smart phones, even though this last is facing a considerable competition by the Chinese and Koreans, were the most utilized ones. Others have shown more interest to food and drinks like Coca-Cola, Pepsi, Fanta and other brands. As the sample gets older, more practical products were the chosen ones, such as cars, computers and technological materials. American products are considered to be among the best.
The famous good reputation of the American products helped gain a constant area of existence in the Algerian market. Out of knowledge of the source of products or not, most Algerians use at least once an American product.

1.3. The Linguistic Perception

At the level of linguistics, Algeria is considered as a member of the Francophone world. This was the result of 130 years of colonization. But the linguistic background of Algeria is facing new changes; namely the spread of English language among the young generations. This idea was very clear when visiting a number of middle and high schools of the East. The same remark took place when asking librarians on what English materials are the most demanded. *Learn English Language in 15 Days* was the hit at libraries. Tracing the users of such a booklet; it was found that the most common reason is commercial. Taking the example of Ain Fakroun, commerce is the common job for most workers. Importers need to have some communicative bases to do their business. Since the major importations are from China, Dubai, UAI, and Turkey; they needed the English language rather than French. At another social level, students also feel a need to master English language due to the needs of English scientific publications. This issue was investigated also in the survey where 72% of the students surveyed admitted the use of English publications and materials. It was also noticed that the entourage of literate spaces was very affected by foreign cultures. It is very common to enter a fast food restaurant in the
entourage of a university, and hear English music, or find Humbugger in the menu. It is also very common to see librarians greeting people in English. Another phenomenon noticed during the study was the transportation workers. These last has shown interest in foreign languages’ use in daily life. Whenever there is an interaction with cultivated elite; there exists an enormous spread of culture and language among the population.

2. The Use of the English Language

It was evident that Algerians do use English language through the stages of the research. To confirm this statement, a direct question addressing Algerian citizens is used. The age chosen was from 6 years (pupils of elementary school) to teenagers passing by adults in the thirties, arriving to old ones of over 50 years old. The research result was a percentage of over 50%, as an average of the use of English language on cyber space mainly social media (SM). At the level of daily life (DL) use; the percentage was of a 36% as table one presents.
Table 01: the Percentage of the Use of English language in Daily Life and Cybernetic World in Relation to Age Category

<table>
<thead>
<tr>
<th>Age</th>
<th>0% -10%</th>
<th>11%-25%</th>
<th>26%-50%</th>
<th>51%-75%</th>
<th>76%-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DL</td>
<td>SM</td>
<td>DL</td>
<td>SM</td>
<td>DL</td>
</tr>
<tr>
<td>06-11</td>
<td>13</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>12-16</td>
<td>5</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>17-20</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>21-25</td>
<td>11</td>
<td>20</td>
<td>7</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>26-35</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>36-50</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Over 50</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

English is mostly used by youngsters. Comparing territories; the more far we get away from the cost, the more people tend to use English language. This does not deny the fact of the existing Anglophones in the north. This can be related to the cultural interaction with Europe and the history of the country. This was en evident result of the study group formulated. The use of the previous knowledge or similar languages; was a major observation during the study. For example, the pupils of the elementary school, with absolutely no academic intended interaction with English, reflected the linguistic linkage between English and French; especially those with high capacity in the French language. Returning back to the most used materials of English; the highly spread expressions among this category are those presented in media. The orientation of these kids was cleared by the American characters they knew. Wrestlers, actors (they addressed
them by their names in movies) and some singers were the idols of Algerian kids. This caused the spread of expressions like: “you can’t see me” (John Cina), “feed me more” (Ryback), “I am awesome” (the Miz). These wrestlers’ expressions are often known and understood by kids of 6 to 10 years. Let alone the cybernetic and technological expression. Video games as well play a very significant role in the spread of English language in Algeria; since the inclusion of linguistic and cultural messages reinforced the cultural interaction. Being available for a reasonable price; made them the most influential item within the Algerian society. Besides, video games attract all age categories in both genders.

2.1. The Use of English Materials

To clear the nature of relationship between Algerians and the English materials they use; the analysis of the survey results will take place in this chapter. 80 % of those who claimed to use English books have supported their answer by the “yes” answer to the question “do you use English sources in your researches?” They have also shown a notable understanding of a sample of Obama’s speeches reaching 68%. At the same rate were those who use videogames. From another side, 72% of those who listen to English songs and use other materials like media; have shown better understanding to the oral form of the speeches of Obama. What was also noticed is the knowledge of American materials and brands by 50% of the surveyed. Besides, the high-tech has affected, at a high scale, the under 50 age category. 10 million Algerians do use the internet
(Echourouk Online, 2014). This number is expected to rise, especially after the release of the fourth generation of internet. According to the same journal, 80% of Algerian children spend an average of 3 hours a day surfing the net. Supposing that the internet presents at least 10% English materials, in forms of advertisements; Algerian kids are exposed directly to foreign culture, mainly the American one.

3. Perceptions of the “World Language” and the Lingua-Franca of the World

English in this research was deliberately considered as the most spoken language in the world for a number of reasons. First, the actual most spoken language in the world, Chinese Mandarin, is spoken only in a one geographical and political area (China). Second, English in the official language of more than five countries in the world. Covering the four continents namely: the US, England, New Zealand, Australia, Zimbabwe, the Caribbean, Hong Kong, South Africa, and Canada (Listverse, 2008); English was seen more appropriate to be the most spoken language in the world. Another reason to be provided is the fact that English is considered as the second language of many countries such as: India, Nigeria, Philippines, Pakistan and Netherland. In the process of searching for more arguments, it was found that 56% of the German population speaks English, and a percentage of 36 and 29 of the French and Italian population master English language (All Articles RSS, 2011). These facts were seen enough to declare English as
the most spoken language in the world, and the most appropriate to be the lingua-franca of the
world.

3.1. The Lingua-Franca in the Algerian Context

To detect the lingua-franca \(^3\) in the Algerian context, the question “What language do you use
when yours fails you?” was asked. First, several languages come to the surface, among which
were: French and English in indirect contact; like on social media. Both languages work
intermittently according to the addressee. French was mostly the choice of people at the age of
over 35 regarding the cultural history, as well as the geographical area (north, east, west or south
since each have its specific cultural terms). Less than 25 % of the fewer than 35 population use
French as the alternate language in multi-lingual situations. The other 75 % use mixture of
languages (French, Berber, English, Arabic and other languages) in Algerian-Algerian online
communicative situations. In international online communicative situations, Algerians were
found to use English language unless the addressee is French. As for the older generation, French
is a natural lingua-franca tool of communication. It was very clear when they answered in an
exclamatory tone; indicating the francophone affection. Investigating the sources of the choice of
a certain lingua-franca; the audience and the available materials direct most Algerian population.
Second, as a form of direct communication, kinesics was an answer of the less skilled in foreign
languages. About 41% have shown clearly the use of kinesics in multiple communicative
situations. Yet, this strategy fails on the cybernetic space. Numbers, directions, description and other daily communicative skills, can be easily expressed via gestures and facial expression. Emotions rather are now expressed by emoticons available on almost all social media.

3.2. **Kinesics in the Algerian Communicative Situations**

As all human communicative situations, Algerian society holds a rich package of non-verbal communicative signs. Tone is the major sign used. It takes any conversation into “the direction intended”. There exists some universal agreed-upon gestures such as cupping ear (requesting to speak up), drawing “?” in the air (indicate ambiguity). As exists cultural specific signs like: handshaking that is an Islamic sign of greeting, the V form with finger to indicate victory for Americans (Bacher 205). Yet in the time of globalization it is all becoming universal. While detecting gestures use in daily life and its perception; the universality aspect was very obvious. As was the confidence of those who chose kinesics as a lingua-franca that they will never face an ambiguous non-verbal sign.

Silence, as a form of non-verbal communication, is an often used sign in Algerian daily life. Being a sign of agreement, or accompanied by exclamatory gazing indicating disagreement, silence forms a necessity for all age categories. Another form of silence was noticed in more academic and formal situations. Silence in a multi-educational leveled sphere could indicate respect. In a class room a frequently silent teacher indicates a space for memorizing, thinking or
even a space for understanding for second-language learners. Taking this last idea (the strategic silence of the teacher), it is the source of all forms of interpreting silence in societies. Strategic silence could be a tool guarantee of the understanding for different accents’ situation. It is also considered by old people as a sign of wisdom, smartness, and mental stability. It was also found that the more pauses a person makes during his speech; the more credible the speech is to Algerian audience.

4. The Analysis and Interpretation of the Survey’s Results

Regarding the results of the survey made, Algerian-American cultural interaction is evident; as well as is the perception of the American culture and language. But this certainly does not mean that all Algerians master the English language. Or, that they are all well familiar with the American culture. So, how can the understanding resulted be explained? And what are the major means of understanding English language and culture? To answer those two questions, a study group of 50 Algerian citizens was formulated. The age category was the same as the survey (those 50 were selected among the 219 surveyed); categorized according to the educational and professional status. Each category included 5 members except for the “20-25” category. It was seen necessary to include more than 5 members to cover most levels and study specialty (Natural science, Exact Science, Architecture and GTU, languages, Human Science, Medicine, Art, Economy…) All 50 were provided with a sample of Obama’s speeches.
The first was the opening and the closing paragraphs of the inaugural address of January the 20th, 2009, and two cultural paragraphs of the inaugural speech of 2013. The former two paragraphs were chosen since opening a discussion and closing it are a must-be-present in all communicative situations. The latter holds a sense of multicultural audience and the inclusion of the other. The English skilled population was excluded (students of English, former students of English, teachers of English). The following table includes the categories in relation to the average percentage of understood words.

**Table 02: The Origin of English words Understood in Relation to Age Category in Algeria**

<table>
<thead>
<tr>
<th>Age category</th>
<th>The average percentage of words understood</th>
<th>Total number of words understood</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English origin</td>
<td>Latin origin</td>
</tr>
<tr>
<td>06-11</td>
<td>02.77%</td>
<td>14.81%</td>
</tr>
<tr>
<td>12-16</td>
<td>23.61%</td>
<td>22.22%</td>
</tr>
<tr>
<td>17-20</td>
<td>27.77%</td>
<td>25.92%</td>
</tr>
<tr>
<td>21-25</td>
<td>59.72%</td>
<td>40.74%</td>
</tr>
<tr>
<td>26-35</td>
<td>56.94%</td>
<td>40.74%</td>
</tr>
<tr>
<td>36-50</td>
<td>13.88%</td>
<td>59.25%</td>
</tr>
<tr>
<td>Over 50</td>
<td>05.55%</td>
<td>62.96%</td>
</tr>
</tbody>
</table>

There exist 72 words of English origin (Old English, Middle English) in the texts, 38 words of French origin (French, Old French, late French, Anglo-French), and 27 words of Latin origin (Latin, Late Latin, Greek). The word “words” refer only to nouns, verbs, adjectives and
adverbs (articles and pronouns were not counted). It is very clear that the highest percentage of understood words is that of French origin for the under 17 years and over 36, followed by Latin origin words then English words. To investigate this result; trying to find the source of this linkage between English and French language. Starting by the youngest category, whose interaction with English language is barely considerable, they recognized words like: back, power, America, recall, God, fixed, eyes…etc. Tracing back the source of these words; most of them are used in video games. This goes along perfectly with the answer of the survey about the most used English materials. Besides, the prior knowledge of French language has played an important role on the understanding of the texts presented. Pupils of elementary school are already introduced to French language. The similarity between the letters of English and French leads the pupil unconsciously to rely on the French language.

This last point was also the point noticed in the case of the next category (12-16). Since the middle school presents the first formal introduction to English language; the possibility of getting formal feedback from people active in the field was high. Teachers of middle schools have agreed upon the fact that more than 50 percent of the pupils pronounce English in a French accent. This percentage grows less each year to reach an average of about 16 percent in the last year in middle school. Of course, there are some exceptions, yet the habit of “explaining English by translating it into French” as a last solution to explain English words still exists. Since it is the first direct contact with the language French is the very obvious solution. Pupils get used to make
this linkage unconsciously. The written production also testifies this linkage according to middle
school teachers.

Moving to the next category, that is high school pupils; its members were more open on
American culture and language. The need for liberation and building the self, as well as
personality development pushes pupils toward English knowledge. Also the availability of high
technology helps better spread English language among this category.

Moving to the “20-25” category, whose surveyed sample was composed of 79 citizens, it was
the major category that reflected a real understanding of English language; even though only 15
of the total category were specialized in English language (English students and teachers). Most
of this category’s members are students (54). 25 are unemployed or did not get their
Baccalaureate degree. The contact with foreigners at university or on social media; has
developed their skills in English. Another factor is the primary sources of major sciences
(natural, exact, experimental rather than humanities). Going back to the survey question, on
whether Algerians do use English sources and the level of this category, 45 % have answered
“yes”. Analyzing the words understood by this category; most of them are found to be technical,
also the French originated words at the level of this category is very high for the scientific
branches. To support this context an article in the journal Research Trends by Dr. Dahpen Van
Weijen claims that English is the lingua franca of the scientific community; giving the example
of Scopus web site where 80% of indexes are published in English. Algeria having a more francophone educational system; does not produce researches in English language; yet the student refers to English sources.

The adults’ category (26-35) is the next in the list by an acceptable percentage of the use of English language. It is formulated of workers, mostly graduate. Their use of English language is directed at the same area as the second category. French linkage is highly present, especially for the northern areas of Algeria. They use English and French in social media (mostly French) they are oriented towards European culture. This orientation is a result of a number of factors; such as: the Algerian educational system that is based on French language, the history of social media and cybernetic accessibility in the last decades, as well as jobs’ needed skills resulting from the dependency on the French systems stuck after independence.

An older category composed of citizens aged 36 to 50 was needed to present mature economically independent people. The English words understood by this category are barely considerable (10 as an average). While the French and Latin words noted higher percentages. This was traced back, at the level of literates, to the bilingual study system in the 1980s. Also the dependency on France, at the time of their education, has played a significant role to direct them to the francophone culture. The political and economic environments affected the general social and linguistic sphere in Algeria. This category is at risk to be considered as an outsider of the new global world, assuming it will stick with the French cultural and linguistic principles.
The last category is composed mostly by people who accompanied the independence. Literates were included since the task was based on a written piece from a foreign language. One illiterate was included to get credible results. The texts were read to him in English and French. They have shown high comprehension to the French and Latin origin words. Resulting from the cultural sphere they grew up in; the understanding of these certain word had formulated about 60% of the texts’ meaning. This indicates a successful communicative situation between an Algerian and an American product.

In terms of indirect communicative situation, namely contact with written English materials, the French language is the most used means by Algerians. Young generations are losing this habit due to globalization and the rise of high technology. Each year, the percentage of people using English language is rising. This seems to be a bit unexpected for older generations who have clearly admitted more French dependency in terms of language and culture. It was noticed also that men rather than women are more skilled in French language while women took the lead in English language.

The reasons behind this collision in ideas regarding foreign cultures and languages are many, among which is: The high technology and cybernetic inclusion in daily life. The second cause is Politics and economical policy affecting consumers’ culture. The history of French colonization and still existing dependency is the third reason. This last reason has an impact on the
educational system that produced Anglophones throughout history. Social circumstances as well
played an important role at the level of workers. And the major reason is the linguistic similarity
between the two languages, in terms of signs used, words and expression.
Conclusion

Being based on a survey, the chapter has provided newly introduced information. The provided results analysis was the base of the study group. In both terms of the sample choice, and the questions asked; this chapter results in that Algerians are more interested in the artistic forms of production. The first section of the chapter has also set the bases of the second section. This last contained the main aspects of the indirect communication in relation to the American-Algerian communicative context. Relying on the provided facts about words origin; the conclusion reached is that Algerians do understand English. Different tools are used in such communicative contexts, yet, the most used was the French linguistic background. Also the interaction with the American culture, in forms of consumerisms brands, food, high technology use …etc, was detected and proved.

Detecting indirect communication in forms of interaction with written materials makes the inclusion of direct interaction an obligation. The following chapter will include the direct interaction part. Communication with audiovisual materials is the interaction form chosen; namely Algerian understanding of audiovisual speeches of Barack Obama. The chapter will answer as well the question of the reasons behind the provided results basing on the empirical study once again.
Endnotes

6. The term “Globalization” is the fact of the fusion effecting cultures and economic systems around the world. As a result of new communicative technology and multinational companies (“Globalization,” Eanswers.com) 17 Apr. 2015.

7. The Economic bill is the outcome of the economics exchange between two countries or more. In this research it refers to the American-Algerian economic exchange (“حصيلة التبادلات الخارجية” andi.dz) 18 Apr. 2015.

8. The lingua franca is the language used by people with different main languages. For example the Malian student in Algeria uses French language to communicate with Algerians since both don’t know the language of the other, and both are skilled in French language (Oxford ALD 898).
CHAPTER THREE

THE ALGERIAN UNDERSTANDING OF AUDIOVISUAL ENGLISH MATERIALS

Introduction

This chapter is dedicated to the result and analysis of the study group formulated. It also includes the investigation result on the cultural communicative attitude. Starting by the study group that is made up of 25 Algerian citizens. Selected carefully to cover all age categories, geographical areas, and social classes; this sample is perfectly useful for the theories of communication to be applied. A set of 24 questions was asked to investigate the Algerian communicative attitude towards English materials. The questions covered a personal information space, English communicative aspects, American political interaction, and a practical part where the sample was introduced to a couple of audiovisual speeches of the US current president. The choice was based on the multicultural communicative skills Obama is famous for. Investigating the understanding of the speeches was based on the reaction of sample and the answers of the questions. A reference sample took place among the questions including English teachers English graduates and students with high degrees. These five citizens were selected based on the five principles of the knowledge gap theory. The second part of the chapter is dedicated to the result analysis and a small investigation on the reasons behind the Algerian strategy of understanding English.
1. Algerian Understanding of English Audiovisual Materials: A Study

**Group**

The previous chapter resulted in the French-English linguistic combination in the written interaction. In other words, using previous knowledge of the French language as a tool to understand English written materials was declared. Yet, communication has many forms not only communication with written materials. Direct interaction, audio communication, and the audiovisual one are also possible types of communication.

**The Study Group Results**

The study group resulted in a number of contradictory points, for example both who claimed to watch Obama’s speeches and those who never did had shown an acceptable degree of understanding. Even though only 8 of 25 claimed to watch the speeches in the original language, English, most of the treated sample’s first reaction to the speeches was on the base of Arabic and non verbal aspects rather than English language understanding. Claiming this was based on the response of the sample to the first and second question of the fourth part (see appendix 2). First, the question was: what is the main idea of the speech? 15 out of 25 have understood or had a close idea to the real meaning of the first speech. The other 10 had understood only some words or understood parts of the joke speech. The second speech was more understood than the first. Scoring 21 out of 25 of understanding or having a close idea, the direct address to Muslims,
among which Algerians are, was more urging to be interested and think of the intended meaning.

An important remark during the research is that female sample had shown more interest in the first rather than the second speech. The male sample was more interested in the second. The older age category had also shown, as the following graphic shows, interest to the second more than the first, claiming that the first has no relation with them and their country.

**Illustration 01: Speeches Understanding in Relation to Age Category**

Second, when the sample was asked to present a description of Obama while delivering the speech, the result was really close regarding the different backgrounds the sample had. **Table 03** presents the most frequent descriptions in relation to age and gender of the sample members. It is an obvious note that the first video’s description columns are empty in the second’s. Indicating that Obama’s situation was not the same, as it could indicate that Obama was not interested in
addressing Muslims, commented 80% of the sample in the third question. This last was: did your answers “a” and “b” differ? Only 2 claimed that their answers remained the same. It seemed like a contradiction with the table results, what urged investigation of the reasons behind this contradiction. It was found that the two answered relating to the answers of the first question about the meaning. The other 23 agreed on the fact that their answers were not the same reinforcing the table results.

**Table 03: Obama’s Description Regarding the Gender and Age of the Sample**

<table>
<thead>
<tr>
<th>Description</th>
<th>First video</th>
<th></th>
<th></th>
<th>Second video</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Clever</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>At ease</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Funny</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Arrogant</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Weak</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Scared</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>uninterested</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Angry</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>uncomfortable</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
In the same context, a question about the results’ source was asked. The fourth question was:

What have you based on to answer? With four exact possibilities: Arabic language, French language, English language and kinesics to choose from. 23 have chosen kinesics, while only 3 chose French language. Arabic language also recorded less than a third of the sample, and English came as the answer of 9. Unlike the interaction with written materials; French in a direct or audiovisual interaction is not a very useful tool. Since only 5 were skilled in English; the used tool is to be considered Kinesics. Illustration 2 summarizes the findings.

**Illustration 02: the Linguistic Background Used in Relation to Age Categories**

[Bar chart showing the distribution of linguistic backgrounds across age categories]

The sixth question was: did the pauses use by the orator help you understand better? 76% confirmed that the pauses helped to understand. 12% claimed that they could understand without that much pauses. And the last 12% declared that with the pauses or without their understanding
level is the same. Applying the findings on the Algerian society, pauses are very essential in the communicative context. Especially in a communicative multicultural sphere, where the pauses provide more time to process and understand the messages sent.

1.1. The Analysis of the Findings

The noted change between the written and the audiovisual interaction’s result was bigger than not to be considered. The French language was totally absent in the audiovisual scene. To detect the reasons behind this difference the results were treated by the knowledge gap theory. The first principle Tichenore and his associate gave was: the difference in communication skills between higher and lower Socioeconomic Status (SES). In other words, differences in communicative skills due to differences in educational abilities determine one’s SES. Applying this on the research sample, it was found that 7 out of 25 dropped out school in its early stages (did not finish primary or middle school), converted to practical life or did not inscribe to a school at all. The understanding level of this category was about 15 percent of the overall idea of the speeches. Considering that 2 have got no idea about the speeches’ themes, the percentage is acceptable. 

Table 04 presents the educational degree of each age category of the sample.
Table 04: The Educational Level of the Sample

<table>
<thead>
<tr>
<th></th>
<th>Middle school</th>
<th>High school</th>
<th>University degree</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
<td>01</td>
<td>03</td>
<td>00</td>
<td>01</td>
</tr>
<tr>
<td>19-25</td>
<td>00</td>
<td>03</td>
<td>05</td>
<td>02</td>
</tr>
<tr>
<td>26-50</td>
<td>01</td>
<td>02</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>51-70</td>
<td>01</td>
<td>01</td>
<td>00</td>
<td>03</td>
</tr>
</tbody>
</table>

The second principle was differences in existing knowledge from prior exposure. To detect the prior exposure of Algerian citizens to English language materials, the sample was asked about the nature of interaction with English materials. The result was that 7 out of 25 have declared that they are weak in English language. Yet the same sample has shown undeniable interaction with English materials. Movies, as declared before; were at the top list of the materials used. Also, the fact that all 25 declared the use of English materials supports the hypothesis that the knowledge gap in terms of English language use is not that wide.

The third principle is related to the amount of social contact relevant to the topic. A combination of three questions was seen necessary to expose the previous principle. The first question was about the use of Communicative Technology (CT) in daily life. The response to this question confirmed that CT is obtainable in worst cases (the options to this question were: easily obtained, obtainable, hard to obtain, impossible to obtain). The five who claimed that it is
often hard to obtain, mentioned the internet as an example. The second question was: is the use of communicative technology an obligation in your daily life? 15 confirmed that CT is a necessity in their lives; namely mobiles telephones, internet and social media, computers …etc.

The third question was more specific; digging up on Algerian relation to foreign politics. 15 have shown at least interest to be followers of foreign policy’s news. The other 10 claimed that they have no relation to foreign policy; even though 4 of them have shown interest to domestic policy.

Regarding the results of the 3 questions, about 3/5 of the sample presented positive attitude towards the study topic. By an average percentage of 66.66 % the third principle widened the knowledge gap. **Illustration 03** presents the interrelation between the three questioned aspects.

**Illustration 03: Positive Answers to the Question: Is Communicative Technology a Necessity in Daily Life? And the Relation to Foreign Policy in the Eyes of Age Categories**
The fourth principle is all about difference in exposure and retention of information. So a set of questions about the idea were inserted in the questionnaire. The first was: when exposed to a new language and culture, do you easily adopt them? Only five stated that they never adopt others’ culture or language, while 80 % have clearly declared that they do adopt with degrees. The five who negated the adoption were those of the age category 51-70. It was seen preferable to declare that the older category totally negated the adoption due to physical and mental abilities. These last are also the supposed reasons behind the reversed proportion between age and adoption ability.

The second question in the quest of investigating the fourth principle was: how often do you watch president Obama’s speeches? Only 2 have never watched the speeches before. The others’ answers were: 14 for the “sometimes” option, and 9 for the “often” option. Forming a percentage of 92% these two last have shown average accessibility to the study material. Yet this does not mean the certainty interaction with English materials. To frame the answers of the previous question; the questionnaire contained a question about the language of the material watched. The exclusion of the two who never watched Obama’s speeches was seen as logical step.

38% of the sample watches the speeches in its original language, 56 % depend on Arabic translation and subtitles, while only 1 claimed to use French translation or subtitles. With an average percentage of 33.33% this question rises again an important contradictory issue; whether
to consider or not those who use Arabic and French translation as interactions with English material or not. To fix this problem; it is logical to consider this situation as a cultural aspect of interaction rather than a linguistic aspect. Illustration 04 presents the language of the material (Obama’s speech) used by the questioned sample.

Illustration 04: Age Categories in Relation to the Language of the Materials Used

Since only the language was covered; the users of translated material were considered as a negative answer. The research is as about English language as about American cultural communication. Summing up, with the fourth principle, a simple mathematical process revealed the exact percentage of its existence in Algerian context. 69% have proved positive exposure
and retention of English language materials. Regarding the Algerian historical context it was a high percentage.

The fifth principle to take into consideration was: the middle class orientation of the print media. This principle is no applicable on the study topic. Since media is not provided in English language. Also the issues of American culture and English culture are not quit considerable in the printed media of Algeria. Rather the widespread form of media in the Algerian society that provides considerable amount of English materials is audiovisual. So, the investigation was in terms of the middle class orientation of audiovisual media, namely news, documentaries, movies, series, music and other types of media presented en English language. The questions asked to detect this orientation resulted in a number of clues to the orientation of the middle class in Algeria. The first clue was in the answers of the second question of the survey. Illustration 05 presents the summery of the knowledge gap in the Algerian society regarding the American culture and English language.
Detecting the most used American cultural products 162 of the total 200 surveyed declared that they use other materials than the ones provided. Media was the most ‘other’ material used by a percentage of 81%. To emphasize this particular point; the questionnaire contained a more specific process. It has included a tricky question to investigate the point of interest in the American culture. The question was an open space to mention American characters that Algerians know. About 2 out of 3 of the questioned sample have included at least 3 American political figures. Mostly 1 of the figures was a president of the United States of America (current or previous). Relating this to previous analyzed questions; mainly the one about interest in foreign policy, the result: Algerian middle class orientation to audio-visual media provides a high
percentage of interaction with American policy and culture. It is important to say that this principle was not a part of the later study by Katzman in the 1974 where he has only included four principles. Katzman focused mainly on the ability of individuals and the surroundings of each class. (Ettema, Kline 180-181)

To gather up and get the essence of the results concerning the knowledge gap (not the theory but the aspect) in the Algerian society regarding American culture and language; a very simple mathematical equation revealed that the knowledge gap is considerably wide. By gathering the percentages of each principle’s total negation of interaction or possible interaction and dividing it on the number of principles; the result was close to 50%. Exactly 38.99% of what could be considered as total ignorant of American culture versus the percentage of those acquainted with; proves that the knowledge gap based on age category is the main reason behind the wide ambit of understanding English and American culture. Further more about the result this gap is itself caused by the generation gap surrounding all features of life in Algeria, and the clash between generations. Between francophone older generations and globalized younger ones; American culture and English language are the main winners of this clash.

Direct or audiovisual cross-cultural communication requires indeed high communicative skills. The communicators have to be skilled in “a language” in order to produce successful communication. Yet this is not possible for all cases of cross-cultural communication. The
research provides an undeniable contradictory scene of a sample of English-Ignorant Algerians who could decode and understand the general idea of Obama’s speeches. So was that a result of Obama’s extraordinary communicative skills? Or that is more related to the audience? To answer these two questions the questionnaire contained questions about the part suspected. Kinesics is among the world’s oldest language. It is most of the time universal especially with the globalization effect. Going back again to a previously provided result; 92 % of the sample confessed to base their answers, in the audio-visual part, on kinesics. To be more specific, they were asked on a one aspect of kinesics, namely’ Silence’.

The question was: did the pauses used by the orator help you to understand better what he said? A space for explanation was also attached to the question. 76 % of the sample claimed that the pauses helped them to understand better. As for the explanation part most agreed on the fact that for second language speakers, pauses are very important to understand. This point was counted for the favor of orator since not all silence is helpful in the communicative process. For example the pauses made at the end of sentences are more helpful for second language communicators than pauses made at the phrases ends in forms of fragmented silence. A quick skim to Obama’s used videos reveals that most of his pauses were at the end of sentences rather than phrases. Other than that, Obama’s silence was often associated with certain facial expressions and body movements that could not convey the same meaning if associated with speech status. Taking the example of his mean smile, turning around and widening the eye
contact during the 9 seconds of his silence in the speech entitled “Obama Cameron Joke About Shared History”(His silence period started in the 15 second till the 24 one); Obama has transmitted more meaning than what he could have delivered by words. This particular idea was understood by 92% of the sample. Moving to the other speech used; silence was less used. But this does not mean that has lost his skills.

The pauses he used were very strategic. Welcoming his guests he has to make a number of pauses in the process of involving the other in the communicative status. Another strategic point in silent communication well used by the US president is to more value iconic expression. America, unity, and names of the guests are some samples from “Islam as We Know It” video of the hosted Iftar in the white house celebrating the holy month of Ramadan in 2009. Obama’s communicative attitude was criticized by almost all the sample for he was considered as uncomfortable and uninterested in the communicative status. The less use of kinesics was considered as offending for elder age categories especially. So did Obama miss communicated with his guests and Muslims of the world?

A small comparison between Obama’s communicative attitudes in both chosen videos revealed the following facts. First Obama has focused in each speech on an aspect of communication. For the first video, a considered- great power addressee was more appropriate in such form of interaction. Since non-verbal communicative act has a number of interpretations
regarding the culture and ideology of the addresser and addressee; while in verbal communication the amount of miscommunication is a lot less. That is why in the second video addressing a more multicultural audience required the use of verbal linguistic communication rather than nonverbal one. Ramadan, Iftar, Muslims; Islam, Hijab are Muslim specific expression he used to gain the interest of his audience. A good communicator uses all possible communicative skills he holds to guarantee a successful cross-cultural interaction. If it was silence associated with nonverbal communicative gestures or the choice of words; there are a lot of clues to interact.

Not to take for granted silence as a communicative act in all contexts, a small experiment took place with the English skilled members of the sample. Clarifying “English skilled” expression; it is meant to indicate the members who can understand English in this context no matter what level they have. The Mathematical Theory of Communication seemed like the best way to investigate silent interaction. 10 members were presented and oral reading of the first speech’s script, and were asked to measure their understanding before the pause and after it. The first reading was meant to 5 members with pauses of 1 second at the end of each sentence. The other 5 were presented the same piece with longer pauses at the end of the sentences. Comparing the understanding of both groups; it was found that the group treated with longer pauses during speech has shown better understanding. Asked to measure their understanding during speech, and during pause time; they provided a clear rise in the amount of knowledge (understanding and
memorizing). The first group in the other hand suffered from the short time to process information.

An already established context between the orator and audience, in this case the introduction of the speech, has caused the necessity of pauses and silent communication in a cross-cultural status. In the *Mathematical Theory of Communication* Tichenore and his associate states that sources of communication differ, some can transmit messages through silence, and some are unable to do so. They have conditioned the transition of silent information to its deliberateness (Penna, Mocci 2). Taking an example of the sample and by counting the percentage of understanding the moment the addresser stopped uttering till he uttered again; the sample declared that his knowledge (understanding) rose in a direct-proportion with the length of the pauses. The theory called the *Strategic Silence* of Anolli can support the findings of the experiment (Penna, Mocci 2-5). Since the orator chooses whether to use more or less pauses according to the audience. He/she is establishing a context even before the communication occurs.

Moving to the written form of American-Algerian interaction; and just as a small reminder of the results, it was found that Algerians do use French language to understand English written materials. But what is the source of this combination? And is that applicable on all the population? To answer the previous two questions, the researcher traced back the first steps of
Algerians in the field of English. A number of English teachers in the elementary and secondary schools were interviewed to find out the questions’ answers. Algerian pupils are introduced to French language earlier than English by 3 years was the first agreed upon cause. The second was that in early stages of introducing new language and culture to kids (elementary and middle school) they do not have the ability to differentiate between foreign languages and cultures. This leads us to the next cause provided by 21 teachers of English in middle school; the similarities in terms of sign system and words general shape between French and English languages. Besides, the poor abilities children have in differentiating between two seemingly similar sign systems. Another reason provided by 50 % of the teachers interviewed was the early link exposed by some teacher. A number of teachers claimed that the best way to explain words’ meaning is to explain it using French language.

Another aspect of English-French combination provided and agreed upon also by most teachers was the fact that about 50 % of the pupils use French accent in the oral form, and about 65 % do constantly use French words in written productions. This percentage was claimed to decline by the levels development. All the reasons provided prove that the French-English combination for the younger generation have some logical basis.
Conclusion

Algerian understanding of the English materials is basically controlled by its general culture and ideology. Communication for Algerians is very important and it takes a number of forms. When it comes to American-Algerian interaction, it is regarded as very slight and barely considerable, yet, this fact has been fading in the last decade. English materials has been introduced to a carefully selected sample of Algerian citizens, making sure to include all social, economic and educational levels along with major age category capable to communicate. Two speeches of the United States’ president were exposed to 25 Algerian to watch; followed by a set of questions to investigate the preferable or useful tools regarding Algerian perspective.

The result was an evident success declaration of the communicative process; yet this success did not cover all categories included. So, it was an obvious need to seek the reasons behind this result. The findings were treated by the Knowledge Gap Theory and the Mathematical Theory of Communication. The causes reached were: first that the Algerian knowledge gap in terms of English audiovisual communication is considerably wide; causing miscommunication what the communicator is unskilled and unfamiliar with English language. Second the Algerian English-skilled also faces problems to understand and interact in an audiovisual communication due to the lack of experience and the native linguistic and cultural effect. The third cause lays in the fact
that a more universal language exists (kinesics) this strategy prevents Algerians to seek to understand words’ meaning since they can get the meaning through easier ways.

Tracing back the source of the French-English combination in the Algerian society in the indirect communicative context, the chapter included a detection of the reasons phenomena. The similarities in terms of sign systems between the two languages, was the first cause. Exposure time and the period between introducing the two is another reason. The methods applied by teachers to introduce English are the third one, in the sense that most teachers do use French translation to explain English words. These causes presented favor the scale to a more French-English rather than pure one.
General Conclusion

The research resulted in a number of expected facts. Unlike the common idea of the nonexistent successful communicative act between Americans and Algerians; these last do understand English language, as well as they interact directly or indirectly with American culture. Via consumatory products, in forms of food and drinks, clothes…etc. Or, via cultural products such as music, film industry, media, literary products …etc. The examination of the previous tools and ways of interaction differ from other communicative contexts. Whether in terms of the means of communication, or the amount of cultural messages transmitted in an interaction; the American-Algerian communicative attitude proved to be a unique one.

The first conclusion reached is that Algerians do in fact understand the English language in both direct and indirect communicative contexts. Starting with the indirect context of Algerian-American interaction, the French linguistic and cultural background is the most used tool for written communicative aspects; For example, chat, messages and reading American written pieces of production. The sample of the experiment had shown considerable understanding, even though the lack of skills. From another angle, the U.S. current president’s speeches were proved to be multicultural.

Moving to the direct interaction that refers to audiovisual communication; the reached result was that only those exposed to English language and culture could decode the speeches
presented. The knowledge gap in terms of American culture and language proved its efficiency on the communicative attitude. It showed the youngest Algerian citizens as the more flexible towards the American culture and language. The same study has shown that the most tool relied on in the direct interaction is ‘kinesics’. This last is considered once again as a very powerful point Obama is skilled in. He manages to convey his messages to all cultures using cleverly chosen English words along with kinesics.

The second conclusion reached was in terms of the reasons behind the French-American combination. Regarding the indirect interaction and after a detection period, it was found that the main reason behind this combination is the early linkage in educational interaction. Most teachers in middle school do directly relate English to French language in order to avoid Arabic translation. Also, pupils unconsciously relate English to French language due the similar sign system. Both being foreign newly introduced languages and cultures was a third reason. As for the direct interaction, as common, Algerians rely on gestures when language fails them. This last idea was traced back again to the early stages of language exposure, as for Arabic, Berber and French languages. The first introduction of a new language, namely English, is evidently associated with kinesics’ presentation of the meaning, that is why Algerians do prefer the accompaniment of kinesics to English in direct interaction. Moving to the reasons behind the generational knowledge gap, the research ended up to declare a direct relation between English
skillfulness and being young. This was related to the acquaintances of the communicative high technology and openness to change.

Silent communication, being the third detected aspect of communication, proved its importance and usefulness in the Algerian-American communicative context. Being second language speakers, Algerians, as all second language interactions, need a time space to process and memorize the provided messages; As well, silence provide more directions in a conversation, a call for feedback and interaction or closing tool. When associated with gestures; silence can hold more meaning than a set of words can. For example, the provided speech part about the shared history of the Unites States and the United Kingdom held silence associated with kinesics contained more meaning in the part when Obama was silent.

The last conclusion reached is concerned with the orator’s skills and general American-Algerian interactive attitude. It was remarked throughout the research process that all needed aspects of communication do exist as parts of the U.S. president’s communicative skills. Obama has proved to be a model of an ‘Orator’. His multidimensional speeches reflect a kind of tolerance, at least in terms of communication. The analysis of his speeches included parts showed a clear multiculturalism and linguistic flexibility. The powerful points remarked were the clever choice of words according to the audience’s cultural background. The use of kinesics to say the unsaid and the direct communicative situation is the second one. The use of strategic
silence whenever needed for both opening the interactive context and/or providing time to process the information delivered.

The results showed clear match with the hypothesis provided at the beginning of the research. The confirmation of the thesis was based on the empirical study constructed. The application of the principles of the two theories chosen, *the Mathematical Theory of Communication* and *the Knowledge Gap Theory*, on the data gathered resolved was the major argument to say that Algerians do understand English language. Also, by means of the investigation of the hypothesis; the questions rose also were answered in details through the chapters. First, the response to the first question is that the American-Algerian communicative context is indeed unique. Second, it is clearly indicated that Barack Obama does take into consideration the culture of the audience. The third answer revealed that the most used tools are the French linguistic background and kinesics. While the fourth and fifth answers come out to prove the French-English combination and its source in the Algerian society.
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a. BOOKS:


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**b. Reference Works**


Appendices

Appendix 01. The Survey Questions in English

1. How old are you?

2. What are the English materials that you use?
   - Songs
   - books
   - movies
   - videogames
   - others …

3. Do you use American products?

4. If you are to choose your society would it be the Algerian or American one?

5. What is the percentage of your usage of English language in :
   - Social media
   - Daily life

6. When you are in a research do you often use English materials?

7. What language you usually use when Arabic fails you?

8. Name the area you live in with the language you use at home
Appendix 02. The Survey Questions in Arabic

1. السؤال الأول: ما عمرك؟

2. من بين المنتجات الثقافية باللغة الإنجليزية. ما هي المنتجات التي تستخدمها؟
   - موسيقى - ألعاب كترونية - أفلام - كتب
   - أشياء أخرى

3. هل تستخدم منتجات استهلاكية أمريكية؟
   - نعم
   - لا

4. إذا كان للك اختيارات بين المجتمع الأمريكي والجزائري أيهما ستختار؟
   - الجزائري
   - الأمريكي

5. عند قيامك ببحث أو مشروع هل تستخدم مراجع باللغة الإنجليزية
   - نعم
   - لا

6. ما هي نسبة استخدامك للغة الإنجليزية
   - على الفضاء الافتراضي
   - في الحياة اليومية

7. عندما لا تفي اللغة العربية بالغرض; ما هي اللغة التي تستخدمها عادة؟

8. سم المنطقة التي تعيش فيها مع ذكر اللغة المستخدمة.
Appendix03. The Questionnaire

The questionnaire in English

The Questionnaire

Part one:

1- Name: ........................

For the next questions, please tick the chosen answer’s box.

2- Sex:  male  □  female  □

3- Age:  15-18  □  19-25  □  25-50  □  51-70  □

4- Educational level:

   Middle school  □  High school  □  University  □

   Other  □

If other please site: ................................................................................................................

5- Social level:

   Under age  □  Worker  □  Retired  □

   Unemployed  □  Other  □

If other please site:

........................................................................................................................................

........................................................................................................................................
6- In terms of your relation to communicative technology, such as smartphones, computers.
   Internet; How would you describe it?
   Very easy to obtain  □    Obtainable  □
   Hard to obtain  □    Impossible to obtain  □

7- When exposed to a new language and culture, do you easily adopt them?
   Yes, easily  □    With some efforts  □    Often hard  □    No, I never do so  □

8- Is the use of communicative technology an obligation in your daily life?
   yes  □    No  □    It depends  □

Part two:

1- How do you consider yourself in relation to English language?  Weak
   Beginner  □    Average  □    good  □    advanced  □  □

2- How do you consider yourself in relation to politics?
   No relation  □    Follower  □    Interested  □    Professional  □

3- What about your relation to foreign politics?
   No relation  □    Follower  □    Interested  □    Specialized  □

4- What materials of English language are you interested in?
   Songs  □    Movies  □    Media  □    Books  □    Others  □
   If others please site them ………………………………………
5- Name as much as you know of American iconic characters (authors, musicians, actors, politicians …).

...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................

Part three:

1- Do you know the United States of America?

Yes ☐ No ☐

2- How, you think America and Algeria communicate at the level of culture?

No relation ☐ Slightly ☐ Good ☐ Perfectly ☐

3- Do you know the president of the U.S.?

Yes ☐ No ☐

If yes, please write his full name:............................................................

4- How often you watch his speeches?

Never ☐ sometimes ☐ often ☐ always ☐

5- If the answer is never, what language the speeches are in?

Arabic translation ☐ French translation ☐ English ☐

Part four:
Watch the given speech and answer the questions below. (Answer “a” after the first watching. Answer “b” after the second watching).

1- What is the main idea of the speech?
   a. ………………………………………………………………………………………
   b. ………………………………………………………………………………………

2- How could you describe the president while delivering the speech?
   a- ………………………………………………………………………………………
   b- ………………………………………………………………………………………

3- Did your answers (a & b) differ? Explain why.
   Yes □  No □

4- What have you based on to answer?
   Arabic language □  French language □  English language □
   kinesics □  Other tools □

   If the answer is other tools site them:
   ……………………………………………………………………………………

5- Did the speech affect you in any way? Explain.
   □  Yes, ……………………………………………………………………………
   □  No, ……………………………………………………………………………

6- Did the pauses used by the orator helped to understand better? Explain.
   ……………………………………………………………………………………
Part five:

Read the attached speech text and answer the following questions:

1- Did you understand the text?

Yes □  No □  Somehow □

2- Count the words you have understood and write the number.

..............................................................

3- Did you follow a given strategy? Explain.

..............................................................

4- What linguistic background have you used to decode the text?

..............................................................

5- Did you receive any cultural messages such as ideology, manners or any kind of American cultural specification? Explain.

..............................................................

Thank you so much for the assistance
Appendix 04. The Attached Texts

“I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors. I thank President Bush for his service to our nation, as well as the generosity and cooperation he has shown throughout this transition.” (Obama Inaugural Address 20th January 2009)

“America. In the face of our common dangers, in this winter of our hardship, let us remember these timeless words. With hope and virtue, let us brave once more the icy currents, and endure what storms may come. Let it be said by our children's children that when we were tested we refused to let this journey end, that we did not turn back nor did we falter; and with eyes fixed on the horizon and God's grace upon us, we carried forth that great gift of freedom and delivered it safely to future generations. Thank you. God bless you and God bless the United States of America.” (Obama Inaugural Address 20th January 2009)

“We recall what binds this nation together is not the colors of our skin or the tenets of our faith or the origins of our names. What makes us exceptional – what makes us American – is our allegiance to an idea articulated in a declaration made more than two centuries ago” (Obama, Inaugural Address by President Barack Obama, 2013).

“But America cannot resist this transition, we must lead it. We cannot cede to other nations the technology that will power new jobs and industries, we must claim its promise” (Obama, Inaugural Address by President Barack Obama, 2013).