

Hypothesis 1 (H1): There is a great interference of the mother culture in student verbal language performance. Hypothesis 2 (H2): Students are aware of the native cultural impact on their speaking performance. This result confirms that this hypothesis is relatively accepted, and the participants have different perceptions of the influence of their native culture on their English proficiency, and their awareness differs whether they are aware of that interference or not and if they were aware, they do not know how to overcome that interference, both teachers and students expressed varying perceptions of the influence of their home culture on their English skill. Furthermore, participants acknowledged that factors such as religion, educational background, and mother language speech patterns contributed to these challenges in speaking performance. Research results support this hypothesis.