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**The Impact of Intercultural Communicative Competence
on Enhancing EFL Students' Proficiency and
Achievement.**

The Case of First Year Students of English at Belhadj Bouchaib University Centre
of Ain Temouchent

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Linguistics*

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*To my beloved parents;
To my sisters;
To my friends;
To Bee.*

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The expeditious development of communication and transportation technologies has gradually transformed human society into a global community in the 21st century, in which intercultural communication competence becomes a necessary ability for citizens to interact appropriately and effectively in order, to develop a harmonious and productive life and further build a multicultural civil society across nations and regions. Intercultural Communicative Competence (ICC) needs to be incorporated in the EFL curriculum if educators hope to help students develop an appreciation for the language and culture, build an awareness of their own culture, and develop skills that will allow them to be competent, communicators. The present research work aims at investigating the Importance of Intercultural communicative competency in enhancing students' proficiency level and achievement. To carry out this research, a case study has been conducted in the department of letters and English language in the university center of Belhadj Bouchaib of AinTemouchent, where first year students and teachers have been selected as a sample. A questionnaire and a semi-structured interview were designed respectively to the students and the teachers, and a classroom observation was conducted to collect the needed data. The data collected were analysed quantitatively and qualitatively. The main results obtained from the data collected showed that, some significant number of EFL teachers often neglect the intercultural communicative competence in their teaching, the thing which slows down the process of EFL learning and thus, their students' proficiency level. The data also showed that, intercultural communicative competence approach proves to be very effective in enhancing EFL students' proficiency level and achievement. Finally this study aims at suggesting and recommending some strategies, techniques, methods and procedures that may contribute in the incorporation of ICC in EFL classrooms, and therefore, in enhancing learners' proficiency and achievement.

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- CD:** Cultural Dimension
- EFL:** English Foreign Language
- FL:** Foreign Language
- ICC:** Intercultural Communicative Competence

General Introduction



One of the most significant changes in the field of language teaching and learning over the past few decades has been the recognition of the cultural dimension as a key component. This change has transformed the nature of the experience of teaching and learning languages to a great extent. The objective of language learning is no longer defined in terms of the acquisition of linguistic or communicative competence in a foreign language; it is rather, to equip the learners with the ability to use the target language in its social and cultural appropriate contexts. To do so, foreign language learners need to develop their intercultural communicative competence, henceforth ICC.

The intercultural communicative competence has become one of the most vital skills for people in the 21st century to survive in the multicultural communication context engendered by the globalization process. Likewise, it has become a cornerstone in EFL teaching and learning as it is providing EFL learners with the ability to understand cultures, including one's own and to use this understanding to communicate with people from other cultures successfully.

In Algeria as in many other developing countries, the ministry of higher education strives to incorporate the intercultural communicative competence in foreign language teaching and learning syllabi in general and in EFL contexts in particular. The efforts remain unfortunately insufficient and despite the pertinent role of ICC in enhancing EFL students' competencies and proficiency level. The cultural aspects are rarely dealt with in most EFL classrooms and the intercultural perspectives to culture teaching are disregarded by most EFL teachers. Accordingly, this research work aims at analyzing and investigating the existence of the intercultural communicative competence in the teaching of English as a foreign language in Belhadj Bouchaib University Centre of Ain Temouchent.

To fulfil the research objectives, a questionnaire was addressed to first year EFL students at Belhadj Bouchaib University Centre of Ain Temouchent., a semi-structured interview was arranged with EFL teachers and finally, a classroom observation was conducted in order to, answer the following research questions:



1. Do EFL teachers incorporate ICC into their teaching?
2. To what extent can ICC enhance EFL learners' proficiency level and achievement?

Therefore, the following hypotheses have been proposed:

1. EFL teachers often neglect intercultural communicative competence in their teaching, the fact which slows down the process of EFL learning and thus, their students' proficiency level.
2. ICC may be very effective in enhancing EFL students' proficiency level and achievement, in the sense that it help in developing students' language skills and competencies.

To carry out this research, the present work consists of three chapters. The first one provides a literature review about interculturality and the role of ICC in EFL teaching and learning process. The second chapter deals in its first part, with the research design, gives a detailed description of the research methods, sampling, instrumentation and procedure, the second part however, is devoted to the analysis of the collected data from the students' questionnaire, teachers' semi-structured interview and the information retrieved from the classroom observation. The third chapter attempts to provide a discussion of the main results. In addition, it gives some suggestions and recommendations about the integration of ICC in EFL classrooms as well as, some pedagogical implications related to the effective incorporation of ICC in EFL classrooms.

**Chapter One: The
Intercultural Communicative
Competence In EFL
Classrooms**

1.1 Introduction

1.2 Culture Defined

1.3 The Interrelationship between Language and Culture

1.4 Interculturality and Interculturalism

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1.6.1 Intercultural Aspects

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1.1 Introduction:

Interculturality as an approach to language teaching and learning gained ascendancy in the field of education in general and in the teaching of foreign languages in particular during the few past decades. Indeed, teaching a foreign language has become tightly related to teach its culture, build a cultural awareness, recognise and accept the hidden dimensions of cultures. That is, learning to listen to the stories of others, without holding judgement and appreciating differences.

Accordingly, the present chapter is devoted to elucidate intercultural communicative competence, it gives first an overview about culture and interculturality, its background history, the intercultural aspects and dimensions. Second, it sheds light on the intercultural communication, intercultural competence and intercultural communicative competence and finally, it explains the impact of ICC on EFL students' communicative competencies.

1.2 Culture Defined

Though culture has always been a difficult concept to define because of its complex nature, it is generally viewed as a generic term which encompasses: knowledge, beliefs, art, law, custom, way of life, identity, feeling and conversing and many other habits and practises acquired by man in his society. It is then, a social knowledge inherited by the human being within his social group (Hudson, 1980). As explained by Goodenough (1957:167) who posits "*a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves.*" This means that, culture is the various standards for perceiving, evaluating, believing, and doing that a person attributes to other persons as a result of his experience of their actions and admonitions. Insofar as a person finds he must attribute different standards to different sets of others, he perceives these sets as having different cultures.

In addition to the already listed observable signs of culture, the latter involves also, some invisible features such as: values, norms, attitudes and perspectives. It may also be used to refer to the way people think about and comprehend the world as well as, their life and their life style.



According to Richards and Schmidt (2002) culture is divided into two main types: culture with capital “C” and culture with small “c”; the first one refers to the bulk of literature and arts, while the second includes the sum of attitudes, norms and values i.e. the total way of life. Furthermore, Kramsch (1998:10) asserts that culture is “*a common system of standards for perceiving, believing, and acting*”. That is to say, there is a set of standards and principles through which the individuals recognize themselves as members of a social group, living within the same area and sharing the same history as well as concepts, meanings and values.

From the above definitions, culture may be understood as a complex whole including a set of visible signs such as: knowledge, ideas, customs, skills, art, and tools as well as, some invisible signs like values, attitude, perceptions of the self, the society and the world. These signs characterize and define a certain group of people in a certain context in a given period of time.

1.3 The Interrelationship between Language and Culture

Language and culture are so close that are being identified as synonyms (Scarcella, Oxford, 1992). On one hand, language is used to express people’s cultural thoughts, knowledge and beliefs; on the other hand, culture is embedded in the language. In order to, illustrate such connection, different metaphors have been used by many scholars, such as the concept of “iceberg” in which language stands for the visible part while culture represents the concealed part.

To show the interrelatedness of language and culture, Brown (2007:189) claims that “*one cannot separate the two without losing the significance of either language or culture*”. I.e. It is very important to know that one cannot exist with losing its significance. In addition, Byram (1989) asserts that “*language is an instrument to express speakers’ knowledge and how they perceive the world*”. He believes that, language cannot be learnt without its culture since speaking a language means expressing its culture. Therefore, language reflects the way people think and live. In the same line of thought, Kramsch (1998) identifies three links between language and culture which may be summarized as follows:

- Language expresses cultural reality.
- Language embodies cultural reality.
- Language symbolizes cultural reality.



First, language expresses the speakers' beliefs and intentions about the real world. In this sense, people belonging to the same social group utter words which reflect their common experiences. Second, members of the same social group create experience through language. Similarly, they convey meaning through the way they interact with each other via verbal and non-verbal messages. Hence, language embodies, and symbolizes cultural reality.

The interwoven relationship between language and culture can be summarized by Brown (2000:177) who maintains that *"A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture"* that shows the important to teach culture through its language.

To sum up, the relationship between language and culture is documented as very important, which created many concepts to manifest this relationship. One of the well-known concepts is interculturality, its main purpose is to prioritise active and equitable interaction between groups over passive tolerance

1.4 Interculturality and Interculturalism

The terms interculturality or interculturalism are used interchangeably to refer to any aspect of any interaction between any cultures, this definition implies a correlation between culture, language and interculturality. Interculturality refers to the support for cross-cultural dialogue and challenging self-segregation tendencies within cultures. It involves moving beyond mere passive acceptance of a multicultural fact of multiple cultures effectively existing in a society and instead promotes dialogue and interaction between cultures. It is intended then, to promote and respect human rights and equality between people; its main goal is to create an area of interaction, communication and respect for the others, as well as, the idea that everyone, regardless of his culture, will be part of a bigger group in which values such as pluralism, acceptance of other individuals and positive assessment to every culture will become a reality.



The thing which leads to the eventual disappearance of any cultural or social inequalities. Interculturality is also, linked with the idea of hybrid identities and fusion cultures, in which people and groups create and recreate new cultural patterns that take up elements of formerly distinct and separated norms, values, behaviours and lifestyles. In this vein Sze and Powell (2004; 01) maintain that:

Interculturalism acknowledges and enables cultures to have currency, to be exchanged, to circulate, to be modified and evolve. Understanding how cultures move around in a society, introduce social changes, and facilitate cultural integration requires an interdisciplinary approach: one that includes the obviously primary concerns of human rights, citizenship, work, education, health and housing, one that also develops inclusive policies and supports the development of creative expression.

The point is that, Interculturalism or interculturality enables individuals to integrate in any given situation, and understand any given interdisciplinary approach while maintaining its own. Despite the fact that, interculturality has lain dormant and there has been little by way of academic development and neither has it been adopted in policy and practice to any great degree, it is nowadays largely discussed and highlighted in all life folks in general and in education in particular.

To sum up, interculturality is the field of study that, involves two or more cultures; multicultural fact is that, many cultures can effectively co-exist in a society, promote dialogue and interaction between cultures.

1.5 The Background History of Interculturality

The concept of Interculturality is not new and can be traced as far back as 1924; it arose in response to criticisms of existing policies of multiculturalism, a term with a range of meanings in the contexts of sociology, political philosophy and in colloquial use. In sociology and everyday usage, it is a synonym for "ethnic pluralism" with the two terms often used interchangeably. For example: a cultural pluralism in which various ethnic groups collaborate and enter into a dialogue with one another without having to sacrifice their particular identities.



Multiculturalism policies failed to create inclusion of different cultures within society, but instead have divided society by legitimizing segregated separate communities that have isolated themselves and accentuated their specificity. Thus, interculturality (interculturalism) entered to the scene to replace multiculturalism and provides a new paradigm for thinking about race and diversity with a new set of policies and programmes. As highlighted by Cantle (2012; 24) who explains that:


Interculturalism presents a new set of policies and programmes. It seeks to replace multiculturalism and provide a new paradigm for thinking about race and diversity. Multiculturalism may have had some success in the past but it has simply not adapted to the new age of globalization and super diversity. Interculturalism is about changing mindsets by creating new opportunities across cultures to support intercultural activity and it's about thinking, planning and acting interculturally. Perhaps, more importantly still, it is about envisioning the world as we want it to be, rather than be determined by our and separate past histories.

That is, interculturalism paves the way for new policies and programmes that multiculturalism may have simply ignored. It has created new mindsets where cultures support intercultural activity, it becomes quickly a very important concept and hard to deny or ignore.

Later on, the notion of interculturalism was merged to other terms that have the same purpose. That is, involving other cultures. Intercultural communication and Intercultural Education were the most common terms to express interculturality.

1.6 Intercultural Aspects and Dimensions

The intercultural aspects and dimensions are those different sets of visible and invisible signs of any culture, the goal of which is to develop and promote people's understanding of the other and paving the way for them to be intercultural individuals who will be able to engage with the complexity and the multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity. The intercultural aspects and dimensions are set up to enlarge people's scope of knowledge about other people of other identities, attitudes, beliefs,



values and perceptions with the aim of viewing the other as an individual whose qualities are to be discovered, rather than as a representative of an externally ascribed identity.

1.6.1 Intercultural Aspects

The intercultural aspects developed by scholars to serve the interculturality, which are also known as intercultural competence component include:

➤ **Knowledge:**

- a) Cultural self-awareness: the individual's ability and his view towards the world are determined by his own culture.
- b) Culture specific knowledge: having insight and information about other cultures such as: values, beliefs, customs, traditions, history...
- c) Sociolinguistic awareness: learning language skills and how to adjust one's speech for the sake of accommodation.

➤ **Skills:**

- a) Listening, observing and interpreting: it refers to the fact of being patient and observant.
- d) Analyzing, evaluating and relating: viewing and identifying the world from other cultures' points of view.
- e) Respect: to appreciate and admire other cultures and to avoid prejudice and judgments.

➤ **Internal outcomes:**

Also known attitudes, knowledge skills lead to internal outcomes consisting of flexibility, adaptability, and empathy and ethno- relative perspective.



➤ External outcomes:

These characteristics are validated by external outcomes which attribute to the individuals observable behaviour and ways of communication. They represent the visible proof of intercultural competence.

1.6.2 Intercultural Dimensions

Intercultural dimensions represent the development of learners as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity. In brief, the intercultural dimensions are the keys to a successful intercultural communication.

A model of dimensions and components was drawn by many scholars in order to, identify and classify the elements of intercultural dimensions into four dimensions namely, Personal Attributes, Communication Skills, Psychological Adaptation, and Cultural Awareness, and each dimension contains four typical elements as illustrated in following table.

Table 1.1 The Components Intercultural Dimensions. (Adapted from The four cultural dimensions)

Dimensions	Components
Personal Attributes	Self-disclosure, Self-awareness, Self-concept
Communication Skills	Message skills, Social skills, Flexibility, Interaction management
Psychological Adaptation	Frustration, Stress, Alienation, Ambiguity
Cultural Awareness	Social values, Social customs, Social norms, Social systems

Thus, the intercultural aspects and dimensions are mainly developed in educational settings to help learners acquire the linguistic competence needed to communicate in speaking or writing, to formulate what they want to say/write in appropriate ways and to develop their intercultural competence i.e. their ability to ensure a shared understanding by people of different social identities, and their abilities to interact with people as complex human beings with multiple identities and their own individualities.



1.7 Interculturality in EFL Classrooms

The highest and the most ambitious objective of interculturality in foreign languages work is to move the students to a condition of an autonomous working experience of the target foreign culture through the medium of the acquired fluent use of the foreign language. Many approaches were developed to convert this interculturalism into EFL classrooms, these approaches vary much in terms of the way, the amount and the extent to which learners of second and/or foreign languages should be exposed to culture.


1.7.1 The Trans-Cultural Approach

The Trans-cultural approach is described as *"extending through all human cultures" or "involving, encompassing, or combining elements of more than one culture"* (Cuccioletta, 2002). The trans-cultural approach deals with foreign language as an international language. Its aim is to teach learners to use the target language for international communication. Accordingly, it is not important to associate the foreign language to any specific culture.

However, this approach was criticized by many scholars such as: Byram who argues, that though, it is possible to present topics which have a universal importance in all cultures, the trans-cultural approach has neglected those aspects which are related to a particular country. Besides, it rejects the interrelationship between language and culture.

1.7.2 The Multicultural Approach and the Intercultural Approach

The Multicultural approach is based on the idea that various cultures may coexist within a single culture. It involves a specific emphasis *"on the ethnic and linguistic diversity of the target country or countries and [on] relations between the target countries and the learners" own and other countries"* (Byram and Fleming, 1998:246 cited in Zenagui, 2007:19). For this reason,



comparison is crucial in the multicultural approach and it aims at raising reflective attitudes. However, for such an approach the target language is introduced to some learners as a first language and as a second language for others. Still, its aim is to develop students' intercultural and communicative competence. This competence enables learners to use the target language as a lingua franca with the people who belong to the society where the learned language is spoken.

In effect, by virtue of the rise of multicultural classes, this approach has been largely used almost all over the world and such trend urged to bring into light a process of intercultural exchange and multi-dimensional-world culture. But Multicultural approach failed to create inclusion of different cultures within society and fullfit Multiculturalism policies, but instead have of dying out a new approach was created in ashes of multicultural approach it Intercultural approach.

The intercultural approach is of paramount importance to interculturalism because it reflects the purpose of interculturality which is modeled on the idea that any culture is effectively learnt through comparison between the target culture and learners' own one and developing their understanding of both. However, the central focus remains on the target culture. The intercultural approach seeks to raise students' intercultural and communicative competences that will allow them to function as mediators between the two cultures (Byram and Fleming, 1998).

The intercultural approach is mainly focused on the analysis of the literary text (dissertations, theses, reports, speeches, poetry, fiction and non-fiction) in particular and the analysis of discourse, with relying on an appropriate methodology. The teacher will design a course exclusively using ICC model and mainly using cultural awareness and its cultural aspects (Knowledge). The outcome of this approach should be perfect match between Knowledge and communication.

According to the Institute of Specialized and Intercultural Communication, University of Warsaw, the intercultural approach is concerned with helping learners to know how intercultural communication takes place, how social identities are part of all interaction, how their perceptions of other people and other people's perceptions of them influence the success of communication, and how they can find out for themselves more about the people they are communicating with.



1.8 Intercultural Communication

The term intercultural communication that was first introduced in the 1950s has largely influenced the field of education today. It is the study and understanding of how people from different cultural backgrounds communicate with each other. Its purpose is to produce a guideline which helps people to communicate better. Studies in intercultural communication usually start from the differences between distinct cultural groups then study the interaction between these groups. In effect, many students who enrolled in intercultural communication courses want to learn how to solve the difficult problems of IC.

Intercultural communication is defined as a discipline that studies communication across different cultures and social groups, or how culture affects communication. It is used to describe the wide range of communication processes and problems that naturally appear within an organization or social context made up of individuals from different religious, social, ethnic, and educational backgrounds. Intercultural communication is sometimes used synonymously with cross-cultural communication. Byram's (1997) views and beliefs about IC motivated him to develop a model of ICC which promotes the factors needed to act interculturally. These factors are: knowledge, attitudes, skills of interpreting and relating, and skills of discovery and interaction and the development of learners' 'critical cultural awareness', with respect to their own country and the ones of others.

1.9 Intercultural Competence

Intercultural competence is "*the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures*" (Zenagui, 2007:18). Accordingly, intercultural competence refers to the total abilities of understanding and accepting people of different social identities and with other distinctive prospects.



Intercultural competence is also defined as a range of cognitive, affective, and behavioural skills that lead to communicate effectively and appropriately with people of other cultures. Effective intercultural communication relates to behaviors that culminate with the accomplishment of the desired goals of the interaction and all parties involved in the situation. Appropriate intercultural communication includes behaviours that suit the expectations of a specific culture, the characteristics of the situation, and the level of the relationship between the parties involved in the situation.

In short, intercultural competence refers to the individual's ability to communicate and interact across cultural boundaries. It involves an understanding and awareness of one's own and other cultures. It promotes understanding and respecting people who have different cultural affiliations from oneself, all along, responding appropriately, effectively and respectfully when interacting and communicating with such people. Yet, establishing positive and constructive relationships with such people is another parameter. (Council of Europe, 2004:16-17).

It is necessary to distinguish between Intercultural Competence and Intercultural Communicative Competence. According to Byram (1997:71), the first refers to people's "*ability to interact in their own language with the people from another country and culture,*" while ICC takes into account language teaching and focuses on the ability to interact with people from another country and culture in a foreign language as well as the ability to negotiate a mode of communication and interaction which is satisfactory to themselves and the other.

The point is that, a person who has developed ICC is able to build relationships while speaking in the foreign language; communicates effectively, taking into consideration his own and the other persons' viewpoint and needs; mediates interactions between people of different backgrounds and strives to continue developing communicative skills.



1.10 The Intercultural Communicative Competence

Before talking the intercultural communicative competence, an understanding of the concept of communicative competence proves to be necessary. Hymes (1972) coins the term of communicative competence and defines it as “*knowledge of the rules for understanding and producing both the referential and social meaning of language*”. i.e. communicative competence represents what a person needs to know in order to communicate effectively in culturally significant situations.

Communicative competence was developed by Hymes (1972) in response to Noam Chomsky's (1965) theoretical concept of competence (competence and performance). In everyday communicative situations; the cultural foundations of communication were not the interest of Chomsky. He identifies two types of competence: linguistic competence and communicative competence. The former involves the production and comprehension of grammatically correct sentences. The latter, on the other hand, deals with producing and understanding sentences that are appropriate in a given situation. For Hymes (1972), the communication acts in socio-cultural contexts were relevant objects of study. His concept of communicative competence was well received by applied linguists and language teachers, who were occupied in upgrading language use, specifically the speaking skills.

The concept of intercultural communicative competence ICC however, is defined as the ability to understand cultures, including one's own and to use this understanding to communicate with people from other cultures successfully. For example, ICC may involve the understanding of how gestures and the distance between speakers differ from culture to culture. As explained by Tran (2015:30) who asserts:

ICC is the ability which enables one to effectively and appropriately interact in a language other than one's native language with others from different linguistic and cultural backgrounds. It consists of language competence (linguistic, sociolinguistic, and discourse competence) and intercultural competence (attitudes, knowledge, skills, and awareness) that help one to be able to successfully integrate in a multicultural society.

That is, ICC is a key to successful intercultural communication; it is considered as an extension of “*communicative competence*” that covers knowledge of other cultures, attitudes to other



cultures and the skills of communications with people from other different cultures. (Hall, 2002: 109)

According to Vyas & Patel (2009), ICC refers to implicit mastery of the norms of a society, the unspoken rules describing certain behaviour as acceptable or unacceptable. ICC also implies knowledge of many aspects of society and culture: forms of address, choices of register and style, differences between social and regional dialects, as well as social values attached to these differences. To be successful in the intercultural communication, both linguistic and cultural competence is needed.

Byram (1997) goes a step further explaining the term ICC as the ability which enables one to interact in a foreign language effectively and appropriately with people from different cultures. Likewise, Chen and Starosta (1999:28), define intercultural communication (or communicative) competence as *“the ability to effectively and appropriately execute communication behaviors that negotiate each other’s cultural identity or identities in a culturally diverse environment”*

Wiseman (2002:04) in another respect includes motivation as an additional element in his definition of ICC apart from knowledge and skills. This unique element, which is not commonly found in other definitions of ICC, is defined as *“the set of feelings, intentions, needs and drives associated with the anticipation of or actual engagement in intercultural communication”*. He suggests these three elements are essential for effective and appropriate interaction in intercultural situations.

To sum, Byram (1997) coined the concept of intercultural communicative competence so as to make a distinction between the two notions intercultural competence and intercultural communicative competence. Emphasizing on the fact that, intercultural competence refers to the ability of communicating with people from different cultures, whereas intercultural communicative competence is defined as the ability to understand cultures, including one’s own, and to use this understanding to communicate with people from other cultures successfully.




1.10.1 Byram's Model of Intercultural Communicative Competence (ICC)

The most influential model of ICC is the one developed by Byram (1997) in which he explains ICC in terms of a set of factors or “*Savoirs*”. It shows that ICC is supported by specific attitudes, knowledge, skills and cultural awareness as it is shown in the figure 1.1

	<p>SKILLS interpret and relate (savoir comprendre)</p>	
<p>KNOWLEDGE of self and other; of interaction: individual and societal (les savoirs)</p>	<p>EDUCATION political education critical cultural awareness (savoir s'engager)</p>	<p>ATTITUDES relativising self valuing others (savoir être)</p>
	<p>SKILLS discover and/or interact (savoir apprendre/faire)</p>	

Figure 1.1 Byram's Model of Intercultural Communicative Competence (1997; 34)

Byram (1997:35) in the above table represented the first element which is: knowledge (les savoirs) with two types: knowledge about social groups and their cultures in one's own country, and similar knowledge of the interlocutor's country on the one hand; knowledge of the processes of interaction at individual and societal levels, on the other hand. The first category is knowledge which may be more or less refined, but always present in some degree, whereas the second, involving knowledge about concepts and processes in interaction, is fundamental to successful interaction but not acquired automatically.



For instance, learners will be more familiar with cultural aspects (Social Norms, Words & Concepts, and Religion & History), historical events, symbols morals and beliefs of their own culture as well as the ones of target culture. Therefore, knowledge takes into consideration both the linguistic system and cultural knowledge during an intercultural communication.

The second elements are skills which Byram (1997) divided into two types. First, there are skills of interpreting and relating (*savoir comprendre*) which have been defined as “*the ability to interpret a document or event from another culture, to explain it and relate it to documents from one’s own*”. Second, skills of discovering and interacting (*savoir apprendre/faire*); they are understood as “*the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction*” that is to say skills means the acquirement of cultural knowledge and employ all the elements in real time communication and interaction. The last Element the Cultural awareness (*savoir s’engager*) is believed by Byram (1997:53) to be the fundamental element which he defines as:

An ability to evaluate critically and on the basis of explicit criteria perspectives (Cultural aspects as Social Norms, Words & Concepts, and Religion & History for example), practices and products in one’s own and other cultures and countries .

This means that, the cultural awareness is capacity of individual to evaluate critically situations, with ‘explicit criteria perspectives’ which are Cultural aspects; Social Norms, Words & Concepts, History & Religion. And also practices in the individual own and other cultures.

Byram (1997) asserts that it is essential to see one’s world from the outside and to develop critical as well as self-reliant thinking. For this reason, the more the attitudes are positive the better the knowledge and skills are attained. Attitudes of curiosity, openness and readiness to suspend disbelief about other cultures and belief about one’s own are crucial for reaching effectiveness in any intercultural interaction.



1.10.2 The Role of Intercultural Communicative Competence in Enhancing Learners' Competencies

The importance of ICC has been confirmed by numerous studies and various researchers such as: Tran & Seepho who assert that, the role of culture and intercultural communication in English language have not always been well acknowledged and the concept of ICC is still unfamiliar to most researchers and educators. Since ICC is a crucial skill in the 21st century for learners to achieve effective and appropriate communication in the globalized community.

In the same line of thought, Tran and Duong, (2015) assert that ICC is one of the must-to-have skills to ensure a harmonious community. Particularly, in the EFL setting, ICC can enhance teachers' and learners' knowledge, attitudes, behaviours, and skills so that their intercultural awareness is significantly increased to avoid communication breakdown, cultural shock and conflict. The main purpose of ICC is to develop an effective intercultural speakers and communicators, and achieve the goal of what Byram (1997) called a "*global Classroom*". Where there are no cultural issues or borders. English language learners, therefore, need to pay significant attention to grasp and enhance the intercultural communicative competence.

Accordingly, the ICC is one of the most vital skills for people in the 21st century to survive in the multicultural communication context. In fact, ICC is the core component of English language instruction in preparing learners for intercultural communication.

1.11 Conclusion

This chapter gives an overview about culture, interculturality and intercultural communication, intercultural aspects and dimensions. It gives also, some key concepts needed in the incorporation of ICC in foreign language teaching with some appropriate approaches. This chapter enhances the important role of ICC in enhancing EFL students' communicative competence. Accordingly, the second chapter will prepare the ground for the investigation about the incorporation of ICC in the EFL classrooms starting from the situation analysis to the data collection tools and the analysis of the collected data.

Chapter two: Research Methodology, Data Collection and Analysis

2.1 Introduction

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2.9.3 Summary of the Main Results

2.10 Conclusion



2.1 Introduction

The first chapter, dealt with the theoretical part concerning the intercultural communicative competence, the different educational approaches encouraging the implementation as well as the effective incorporation of ICC in EFL classrooms, and the impact of ICC in enhancing EFL students' proficiency level through the application of different intercultural aspects.

This chapter will deal with the practical study of the research work starting from the description of the situation analysis, instruments of data collection, sampling, and methods of data analysis. Finally, this chapter deals with the interpretation of the results obtained from the collected data from students' questionnaire, teachers' interview and the classroom observation.

2.2 The Situation of the Department of Letters and English Language in the University Centre of Belhadj Bouchaib AinTemouchent

The department of letters and English language at Belhadj Bouchaib university center of AinTemouchent has first opened its doors in 2012. It is holding an overall number of 496 students from both levels of graduation i.e. **Licence** and **Master** divided as follows:

- The first level of graduation always referred to as **Licence level** contains about 314 students divided into three levels
 - First year level, holds about 120 students divided into three groups who get to deal with eleven subject matters.
 - Second year level, encompasses 100 students divided into two groups dealing with a curriculum of ten subject matters.
 - Third year level, stands in the lowest part of registration scale for that, it holds only about 97 students divided into two groups and is set to deal with eleven subject matters.

- The second level of graduation, referred to as **Master level**, it is divided into two major streams.

**Master 1**

- Linguistics: Those who belong to this stream are about 67 students. They are divided into two groups and given nine subject matters to tackle during the whole year.

- Literature & civilization: Unlike the big numbers mentioned above, literary students hit only a number of 09 students who are automatically held in one group and set to utter nine subject matters.

Master 2

- Linguistics: a number of 45 students of one group occupy this stream which encompasses nine subject matters for all year long.

- Literature& civilization: it holds 20 students of one group who are dealing with eight subject matters


Concerning the teaching staff of the department of English at BBUCAT, the department comprises an overall number of 34 teachers. Twenty three (23) of them are full-time teachers whereas 11 work as part-time teachers. Among those full-time teachers, 04 are Doctorate holders while the other 19 teachers do hold a Magister degree.

2.2.1 Description of the Target Situation

This study has been conducted in the Department of English at Belhadj Bouchaib University Centre of Ain Temouchent .What should be noted is that this study does not concern all the first year students, it is targeting only (40) students chosen randomly from the whole First year classes (120) students, also the researcher has selected two groups out of the three existing groups to conduct the classroom observation. The first year classes study eleven subject matters with teaching load of two hours per week and from all the modules they study Cultural & Civilization which give the floor for enhancing the intercultural competency.

2.2.2 Research Objectives

The aim of this study is as stated before to investigate, observe and question Intercultural Communicative Competency incorporation in EFL classrooms and its effectiveness in enhancing



the proficiency of EFL students in the English department of Belhadj Bouchaib University Centre. The results of this research will determine whether intercultural communicative competency approaches are of good use and help in improving the competence of the students or not. If the findings selected from the sample chosen are like expected, ICC will become of an extreme importance for all EFL teachers for the sake of improving the study of foreign languages.


2.3 Research Methodology:

The aim of this study is to investigate, observe and question Intercultural Communicative Competency incorporation in EFL classrooms and its effectiveness in enhancing EFL students' proficiency in the department of English at BelhadjBouchaib University Centre. The results of this research will determine whether intercultural communicative competency approaches are of good use and help in improving students' communicative competence

In the present research, the researcher has not explored all the levels of EFL teaching in the department of English at BelhadjBouchaib University CentreAin Temouchent; he has tried to investigate a well-defined case that of the first year EFL students in order to extract the necessary information about the important role of intercultural communicative competency in enhancing students proficiency level.

Accordingly, the research method adopted is that of a case study. Since, it is argued to be the suitable research method that gives a better and a deeper understanding of real-life events (Yin, 2009). The case study is generally defined as a method that is widely used by researchers to determine and define research situation, questions and also in the gathering and the analysis of the data. As highlighted by Yin (1984: 23) who asserts that a case study is.

An empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used.



This means that, the case study is an investigation and a study about a certain phenomenon that takes places in real-life situations. It also, reports about a group or a situation. In effect, many researchers such as Robert (2009), Stake (2001) and Yin (1984) have written about the case study suggesting that, it is one of the most effective and reliable techniques for organizing and conducting the research study successfully.

2.4 Sample Population

Before introducing the sample population involved in this study; one should first define what is meant by sample population. A sample is a “*subgroup of a population*” (Frey *et al*: 125). It should be “*representative in the sense that each sampled unit will represent the characteristics of a known number of units in the population*” (Lohr 1999: 03). I.e. a sample is a selection of a portion of the population that is truly representative of the whole population. Sampling theory is important to understand in regards to selecting a sampling method because it seeks to “*make sampling more efficient*” (Cochran, 1953:05). Cochran posits that, using correct sampling methods gives the researchers the ability to reduce research costs, conduct research more efficiently, and have greater flexibility. The technique of sampling that the researcher has opted for is random sample population. Random sampling is part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population.

In the present research study, (40) students have been randomly selected from the overall 120 first year EFL students and (06) specialized teachers in culture and civilization have been chosen to respond to the semi-structured interview.

2.4.1 Students' Profile

In order to investigate different cultural dimensions (ICC) incorporated in the EFL classrooms and seek their effectiveness, the researcher has chosen (40) first year EFL students randomly from a total number of (120) students to respond to the questionnaire.



The classroom observation data was extracted via a quota basis technique of sampling, the reason is mainly because the groups are already shaped. For this, the researcher has chosen two groups out of the three existing groups.

2.4.2 Teachers' Profile

The six teachers involved in this research study are all full time teachers with a teaching experience that ranges between 06 and 17 years; all of them are specialized teachers of Culture & Civilization of the target language, one of them is doctorate holder and the others are Magister holders.


2.5 Research Instruments

To collect the necessary data, the researcher had recourse to three research instruments for the sake of multiplication of data sources i.e., triangulation which gives reliability and validity to data collection. Therefore, a questionnaire addressed to firstyear EFL students, an interview conducted with the target teachers, and a classroom observation

Triangulation is often used to describe research where two or more methods are used, known as mixed methods that are, combining both quantitative and qualitative methods to answer a specific research question. Converging results aim to increase the validity through verification; complementary results highlight different aspects of the phenomenon or illustrate different phenomena and divergent findings can lead to new and better explanations for the phenomenon under investigation.

2.5.1 Students' Questionnaire

The questionnaire is the primary tool that researchers often take into consideration when conducting any research work. The questionnaire is defined by many scholars and researchers as a set of questions that are designed for the purpose of obtaining specific information from individuals (sample population) for the aim of collecting the data needed for a particular research



work. It is generally holding series of written questions for which the respondent has to provide the answers (Bell, 1999)

Hence, a questionnaire was addressed to first year EFL students to collect students' different viewpoints about the incorporation of ICC and its effectiveness in promoting EFL students' communicative competences and facilitating their learning process in general. Accordingly, three types of questions were used:

- **Close questions:** it is a kind of questions in which participants are provided by different choices and they are asked to select the appropriate one.
- **Open questions:** it is a kind of questions that give the participants the opportunity to express their idea(s) in the space given.
- **Mixed questions:** it includes both close and open questions.

Students' questionnaire is composed of 13 questions which aim at gathering information about the incorporation of cultural dimension (ICC) in EFL classrooms, and its effectiveness in enhancing EFL students' proficiency level. The questionnaire is divided into three sections and each section serves a vital importance to the research:

- The first section entitled **Background Information** consists of six (06) questions, and the aim of which is to knowing the profile of the students selected, and examining their knowledge about Cultural dimension.
- The second section consists of five (05) questions entitled **developing students' proficiency and achievement, this section** serves the purpose of seeking for the importance of cultural dimension in enhancing the competencies of the students and also examines the existance of cultural aspects in the curriculum of those students.
- The last section entitled **Suggestions and Recommendations**, consists of two (02) questions concerning target students' recommendations and suggestions about how can



Intercultural Communicative Competence helps in developing their proficiency and achievement.

2.5.2 Teachers' Semi-Structured Interview

The interview is defined by researchers as a qualitative research technique which involves “*conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation.*” (Boyce & Neale, 2006)

In the present research, the semi-structured interview was designed for the purpose of investigating the incorporation of ICC approach in the EFL classrooms and also gathering some information of its effectiveness and opinions about ICC. The interview has been distributed to six (6) English language teachers in the department of English. It includes two (02) sections including fifteen (15) different questions.


- The first section from 01 to 07, dealing with target teachers' background information.
- The second section from 08 to 15, discussing the impact of the Intercultural communicative competence in EFL Classrooms.

2.5.3 Classroom Observation

The classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis (Bailey, 2001).

Classroom observation is also defined as a process by which the observer sits in one or more classroom sessions, records the instructor's teaching practices and students' actions, and then meets with the instructor to discuss the observations. Therefore, it is a collaborative process. Both the teacher and the observer have significant roles before, during, and after the observation process. Collaborating at each phase of the process can help place both participants at ease so that, each one of them benefits from the experience.

The main purpose to conduct classroom observation in this research, is to allow the researcher gather information about the given problem (the incorporation of ICC) and for the



teacher to get feedback from the researcher's observation and to involve in context-specific discussions about teaching with an adviser. Moreover, data has been collected on what the teacher is doing. Additionally, the teacher's capability to demonstrate various teaching methods is also observed (Wragg, 1999).

The researcher has observed (04) four sessions, of a total number of (06) six hours. The observed classrooms comprise 78 First year EFL students divided into two groups (classrooms), the latter have been observed only in culture and civilization sessions.


2.6 Methods of Data Analysis

Data analysis is the part of the research work where the researcher goes through different procedures. As it is defined by Koul (2001:18) "*studying the organized material in order to discover inherent facts. The data are studied from as many angles as possible to explore new facts*". This means that, data analysis is time consuming and very difficult task that discovers the hidden sides and deep analysis of the data collected for the research study. It is also a meaningful interpretation and the reporting of the research findings. It can be either a qualitative or a quantitative analysis as it can also be both quantitative and qualitative analysis.

In the present research study, the researcher used both methods of data analysis. In effect, the questions of students' questionnaire are analyzed quantitatively, teachers' semi-structured interview is analyzed both quantitatively and qualitatively and finally the data gathered from the classroom observation is analyzed qualitatively.

2.6.1 Quantitative Method

Quantitative method is that kind of data analysis methods which is based on a numerical data that can be transferred into statistics as explained by Aligia and Gunderson (2002) who state: "*quantitative research is about to explain phenomena by gathering numerical data that are analyzed using mathematically based methods e.g particular statistics*"



Quantitative analysis was used to analyze mainly students' questionnaire and teachers' semi-structured interview, the results of the latter have been analyzed in percentages after being calculated, and the calculated data has been interpreted in the form of tables and charts.

2.6.2 Qualitative Method

The qualitative method was used to analyze both teachers' semi-structured interview and the findings of the classroom observation. The qualitative method of data analysis is considered to be particularly suitable for gaining an in-depth understanding of underlying reasons and motivations. It provides insights into the setting of a problem and at the same time, it frequently generates ideas and hypotheses for the research.

2.7 Students' Questionnaire

Students' questionnaire has helped the researcher to determine their profile, to know about their background, and to point out the problems and the difficulties surrounding Intercultural communicative competence effectiveness as well as its incorporation in EFL Classroom. The questionnaire was distributed to all 40 students and all of them answered it.

2.7.1 Analysis

- **Section One: Background Information**

Q1: How long have you been studying English?

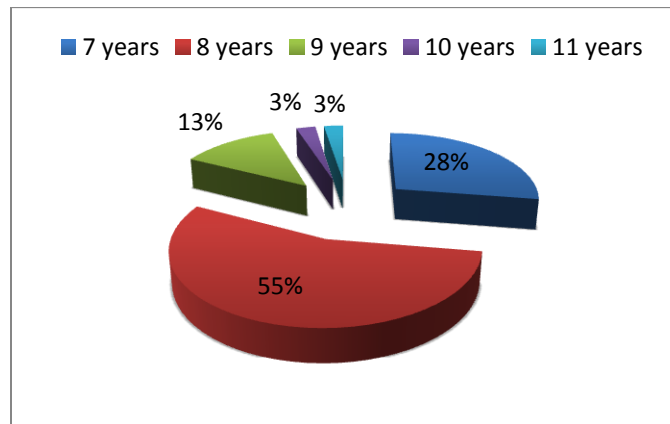


Figure2.1: Students’ Years of Studying English

The aim behind this question is to know how many years students of the sample have studied English. The chart shows that the majority of students have studied English for **08** years forming a percentage of about **(55%)** that is **22** students. while **(27.5%)**, that is **11** students, have studied it for **07** years. Then comes the **(12.5%)**; the equivalent of **05** students who have studied it for **09** years. Whereas only **01** student, who presents **(2.5%)** of the sample, spent **10** and **11** years of studies.

Q02: how do you evaluate your level in English?

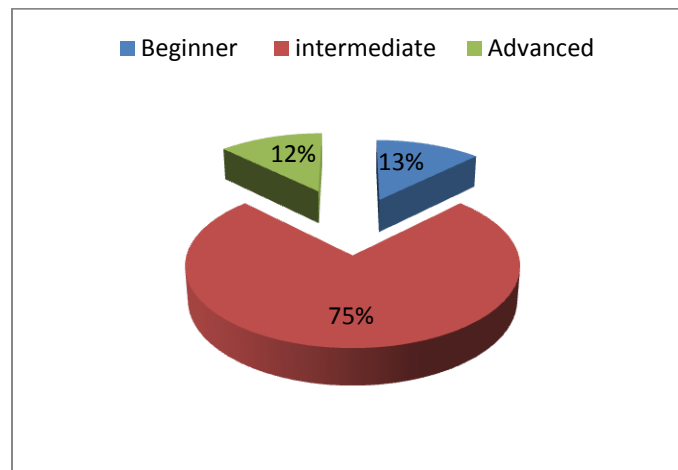


Figure 2.2: Students’ Level of English

In this question, students have been asked how they can evaluate their level of English. (30) Participants about (75%) students have responded that their level in English is Intermediate. Whereas 05students that is (12.5%) from the overall sample answered that they are rather beginners and another matching percentage that is of (12.5%) place themselves among the seats of advanced learners of the language.

Q03: Do you use English as a medium of communication outside the classroom?

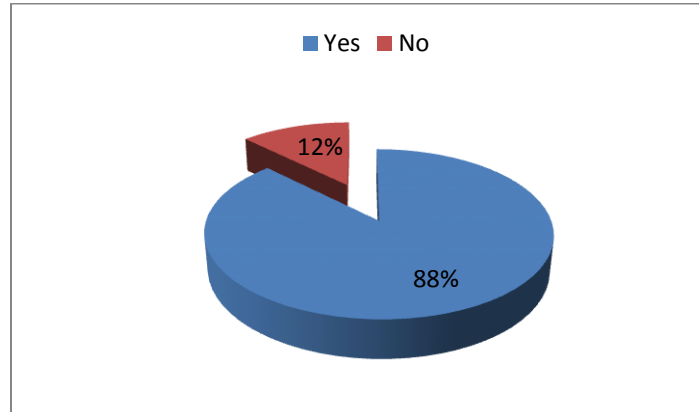


Figure2.3: Students’ Use of English outside the Classroom.

The reason behind asking this question is to know if the participants are using the language as a medium of communication outside their classrooms. As the chart clarifies, (87.5%) that is 35 students have claimed that they speak English outside the classroom, while 05 students with (12.5%) have asserted that they only use it inside the classroom.

In the case of a YES, the students have been asked to identify those with whom they generally tend to use English with as a medium of communication by selecting multiple choices of the suggestions provided, as it is shown in the following Table:

Table2.1: People With Whom Students are using English Language

Examples	Repetitions	%
Your Classmates	5	14.3%
People who understand	15	43%
Native speakers	2	6%
Your classmate + People who understand	10	28.5%
People who understand +	2	6%



Native speakers		
Your classmate +people who understand + Native speakers	1	3%

Q4: Are you familiar with the English language culture?

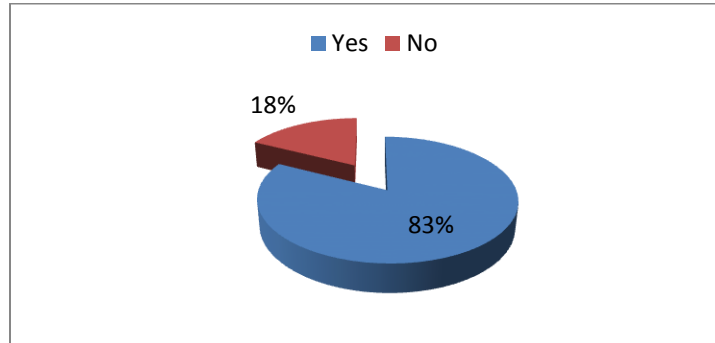


Figure2.4: The Familiarity of Students with the English Culture

In this question, the informants have been asked if they are familiar with the English Culture. The results reveal that (82.5%) that is 33 students are familiar with, whereas (17.5%) that is 7 students are not.

Q5: From where have you acquired such knowledge?

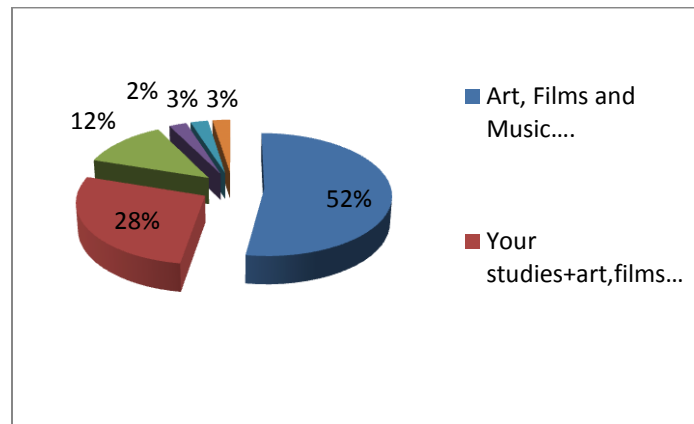


Figure2.5: The Sources of the Cultural Knowledge Acquired by the Students

The aim behind this question is to investigate on the sources used by the participants to know about the English Culture. More than half of the participants (52.5%) with a total number of ...students have asserted that their cultural knowledge is acquired via Art, Films and Music.... 11 students with a percentage of (27.5%) have quite agreed with the majority but think that their studies have a hand in it, and that some of their Cultural knowledge have been actually acquired from Academic sources given by their teachers, however, five students (12.5%) have given full credit to the latter in acquiring the knowledge. A (2.5%) that is one student have claimed his knowledge coming from other sources such as listening to stories about the English culture from native speakers. The results have shown another answer between the choices given (multiple answers). (2.5%) that is one student have claimed the due of knowledge is to Art, films, music and other sources, while the other (2.5%) that is one student ticked all choices that had been given.

Q06: Do you study some cultural aspects?

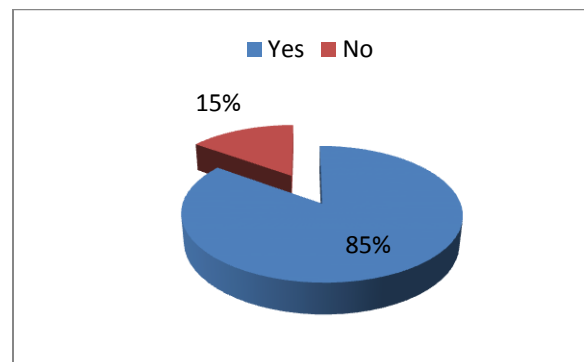


Figure2.6: The Study of Cultural Aspects

The aim behind this question is to investigate if the participants are studying any cultural aspects in their classrooms. The majority of the students with a total number of 34 representing (85%) have claimed that they have been taught some sort of cultural aspects, while (15%) that is 6 students have asserted that they have not been introduced to the cultural aspects in their classrooms. In the case of “Yes” answer, participants have been asked to give some examples about the kinds of cultural aspects tackled in their curriculum, the answers are displayed in the following table.



Table2.2: Example for Cultural Aspects

Examples	Repetition	%
Social Norms	13	38%
Words and concepts	3	9%
History & Religions	8	23.5%
Social Norms+ Words and Concepts	2	6%
Social Norms + History & Religions	7	20.5%
Social Norms+ Words and Concepts+ History & Religions	1	3%

- **Section 02: Developing Students' Proficiency and Achievement.**

Q07: Do you think that the cultural aspects of the target language help your communication competence?

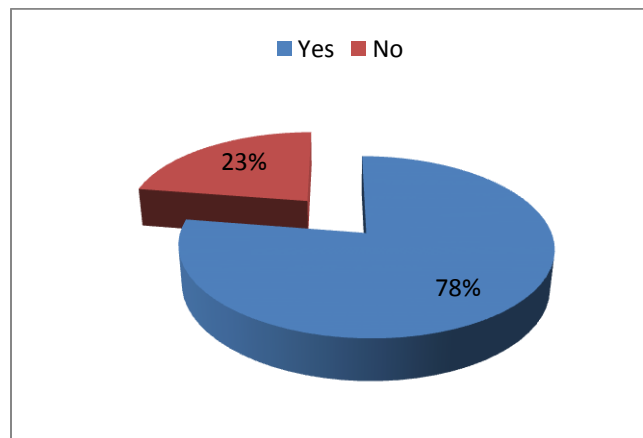


Figure2.7: The Influence of the Target Language in Communication Competence

The aim behind this question is to investigate the influence of the target language (English) on the students' communicative competency. The results reveal that (77.5%) that is 31 of the participants have thought that the TL helps them better to communicate, enlarges their communicative skills. Whereas, (22.5%) have thought of the exact opposite. For the participants who answered by 'YES', they have been asked to justify with some examples as it is shown in the table.

Table 2.3: Justifications of the Influence of the Target Language in Communication Competence

Justification.
Improve pronunciation
Better knowing the language
Acquire vocabulary
Improve skills (speaking, listening, writing, Reading)
Information about the language's culture
Improving communicative skills

Q08: According to you, to what extent do the cultural aspects help develop your proficiency level of the English language?

Table 2.4: Extent of the Influence of the Cultural Aspects on the Level of English

Justifications:	Repetitions	%
Of vital importance	8	20%
A lot	8	20%
Enough to understand	10	25%
Not very helpful	14	35%

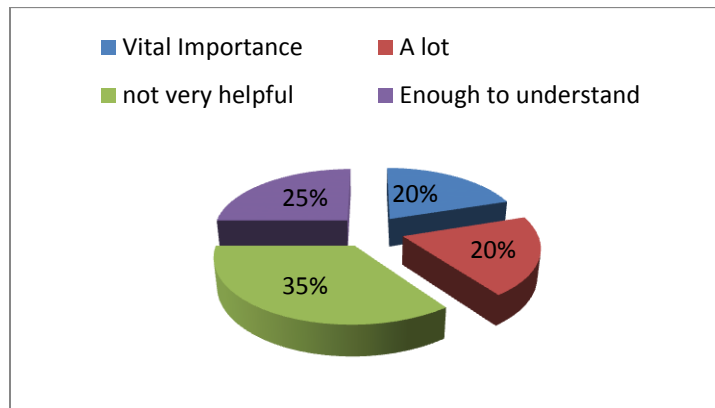


Figure2.8: Extent of the Influence of the Cultural Aspects on the Level of English

This open-ended question was set to know about the level of influence of the cultural aspects in developing the abilities of the participants in the English language. And as it is shown in the above chart, the results prove that (20%)of the students have claimed that the CA are of vital importance,(20%) affirmed that it helps a lot, and (25%) have thought that it helps only to understand. While (35%) I.e.14 students have claimed that it is not that helpful.

Q09: Does your mother tongue culture affect your English language learning and thus, affect your proficiency and achievement?

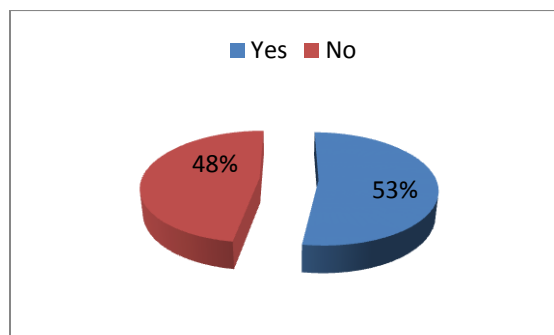


Figure2.9: The Effect of the Mother Tongue Culture on the English in the Learning Process

The reason behind this close-ended question is to examine the impact of the mother tongue language (Arabic) on the English language learning process, i.e. Does it help or stands as a

barrier to the TL's efficient learning process. The results show that, 21 students who represent (52%) of the sample have affirmed that their mother tongue culture is not causing problems in the learning process of the English language, While (47.5) that is 19 students have asserted that, the mother tongue is indeed constituting a barrier in their learning process.

Q10: According to you, is it important that the cultural dimension should be enhanced deeply in your curriculum?

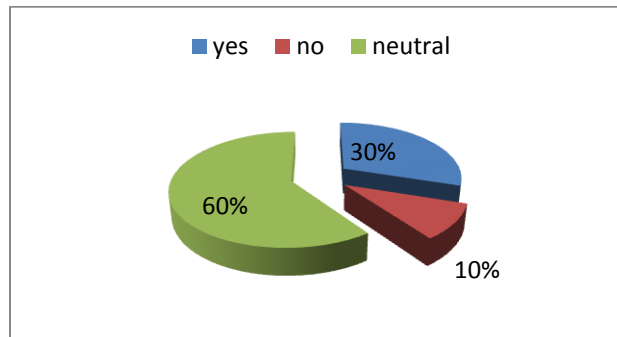


Figure2.10: The Importance of the Cultural Dimension in The Curriculum

This close-ended question was added for the aim of knowing the importance of the cultural dimension enhanced in the students' curriculum. Sixty percent that is 24 students have been neutral while (30%) have agreed with the statement that is the cultural dimension should be enhanced deeply in the curriculum. Yet, the (10%) that is 4 students disagreed.

Q11: According to you, what is the role of the cultural dimension in improving your English proficiency?

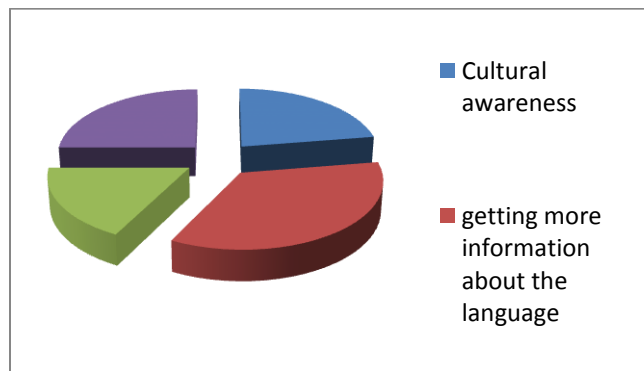



Figure2.11: the Role of Cultural Dimension in Improving Students' English



The aim of this question is to analyze the role of the cultural dimensions in improving the English language learning process. The results obtained reveal that (22.5%) have justified their answers with cultural awareness raised by the C.D, and (35%) have thought that Cultural Dimension helps to get more information about the English language, while (17.5%) have seen that Cultural Dimension helps in improving their communicative competence (abilities and skills in general) and finally (25%) have thought that Cultural Dimension is not that helpful in improving the English language.

2.7.2 Summary of the Main Result

The collected data, from the students' questionnaire confirms the second hypothesis which is that ICC may be very effective in enhancing EFL students' proficiency level and achievement. The data revealed that the cultural dimension, i.e. ICC does help EFL students develop a communicative competence, and also develop the four skills.

The questionnaire provided the researcher with a wide amount of data about students' background who took part in this study. The results also showed that the participants use English outside the classroom and are familiar with the English culture that was acquired from different sources such as: Art, Film, music, etc. In the second section the researcher's aim was to know whether the ICC included in culture and civilization syllabus helps first EFL students develop a proficiency level in English and thus, achieve better results.

2.8 Teachers' Semi-Structured Interview

The teacher's semi-structured interview enabled the researcher to determine teachers' profiles and to point out the problems and the difficulties surrounding the teaching/learning of the ICC. The semi-structured interview was distributed to all of the five 06 teachers and all of them have answered it.



2.8.1 Analysis and Interpretation

Section One(questions 01, 02, 03, 04)of teachers' semi-structured interview seeking the background information about the teachers involved in this research study has revealed that (05) of the interviewed teachers are Magister holders ,while only one teacher is a Doctorate holder. All of them are full time teachers. Their ELT teaching experience as a whole ranges between 06 to 28 years and between 06 to 17 years of ELT teaching at tertiary level, however the range of experience in teaching Culture & civilization ranges between 02 to 05 years. The teachers were teaching C&C weekly around 1h30 to 3 hour (one teacher never taught C&C therefore she/he did not know the amount of time allotted for the teacher of C&C). The following table is an interpretation of the question that is if the teachers think that the weekly time given to C&C is sufficient or not?

Table2.5: the Weekly time Allotted to Culture & Civilization

Choices	Repetition	%
Sufficient	3	50%
Not sufficient	3	50%

As it is shown in the table the teachers were divided in (50%) 03 teachers for the opinion of that the weekly time allotted is sufficient against (50%) 03 teachers for the idea that the time is not sufficient, justifying their answers as following.

- For the teachers believing that 1h30min to 3 hour Culture & Civilization: is sufficient
 - The time given enough to tackle different topics.
 - The sections given to Culture & Civilization are enough to introduce new things and to deal in details with new cultural topics.



- For the teachers believing that the time devoted for Culture & Civilization is not sufficient
 - It depends on the syllabus sometimes it is not sufficient
 - To provide EFL students with rich lectures with detailed descriptions of Cultural aspects, the time allocated will not be enough

The second section of this interview is about the impact of Intercultural Communicative competence in EFL classroom.

Q08: According to you, what are the most important points you focus on in the teaching of culture?

Through this question, the researcher wanted to see the important points that the teacher focuses on while he/she is teaching culture. Their responses were divergent. So, the researcher has made a list of what the teachers are focusing on when they are teaching culture:

- Revolutions/Iconic Figurers
- Religious conflicts/ Political changes / economic changes
- Customs / attitudes / social life
- Education /the way of life /history of ideas and figures
- Reading literature/ any other context

From the above possible answers, the researcher deduced that teachers do have various opinions and suggestions concerning how they are teaching culture



Q09: Which aspect of culture do you consider most important in teaching a foreign language?

Table2.6: Aspects of Culture considered in teaching a Foreign Language

Choices	Repetition	%
Social Norms	0	0%
Words& concepts	1	16.6%
History & religion	3	50%
Words& concepts+ Social Norms + history & religion	2	33.4%

The aim behind this question is to investigate the opinion of the teachers about which cultural aspect among the three proposed they believe the most important one. The obtained results mention that (50%) i.e. 03 teachers out of 06, opted for History and religion as an important aspect, (16.6%) that is only one teacher argued that Words & concepts is the most important component in teaching culture, finally 2 teachers (33.4%) believed that all of the three are of equal of importance in the teaching of culture.

Q10: In what ways do you create opportunities for your students to understand and experience others' culture?

This question aims to check the opportunities given to the students by the teachers to experience and understand others' culture. Teachers' answer mentioned in the table below show that all teachers do have different opinions to this open ended question and thus answer are the main idea of they have answered :

- through comparing different cultures.
- exposing the students to life styles of target language
- reading and listening native text and records.



Q11: Are familiar intercultural communicative competence?

Table 2.7: the Familiarity with ICC

Choices	Repetition	%
Yes	3	50%
No	3	50%

the results obtained from teachers' collected answers were divided into two parts, 03 teachers out of 06 that is half of the sample (50%) have answered « YES » which means obviously that they are familiar with ICC and the other half (50%) that is the remaining 03 teachers have answered with « No » as they are not familiar with ICC.

Q12: Do you incorporate Intercultural communicative competence?

Table2.8: the Incorporation of ICC

Choices	Repetition	%
Yes	3	50%
No	3	50%

This question's aim was for knowing whether the teachers are including ICC in their classrooms and whether they are using ICC approaches in their classroom. The answers show that 03 teachers' i.e.50% does incorporate ICC in their teaching while the other 03 teachers (50%) do not incorporate ICC. Both categories of teachers gave some reasons for their answers

- **First category** (teachers responding positively as to the incorporation of ICC is concerned). Their reasons are summarized as follows:
 - Dealing with comparison between cultures
 - Students communicate the aspects comparison.
 - Stimulate Situations to communicate about social practices
 - Involving the students in both cultures Target and local



- **Second category** (teachers responding negatively as to the incorporation of ICC is concerned). Their reasons are summarized as follows:
 - They are unfamiliar with ICC approaches.
 - ICC is not necessary to teaching process
 - Still don't see the importance of ICC.

Q13: Do you think that the intercultural communicative competence should be given more emphasis in foreign language teaching?

Table 2.9: the Foregrounding of ICC in Teaching Foreign Language

Choices	Repetition	%
Yes	3	50%
No	3	50%

Through this question, the researcher wanted to know the opinion of the participants about enhancing ICC in teaching EFL students', (50%) 03 teachers have answered « Yes » for the following reasons

- We cannot assimilate a language without the environment where it is used
- The students need to learn the ability of discussing other cultures in comparison of their own culture.

The other (50%) that is 3 teachers answered « no » for the following reasons:

- It not really crucial in learning a language.
- Such competence it not of paramount role in helping in learning process.



Q14: Do you think that the intercultural communicative competence helps enhancing students' proficiency level and thereby developing their achievement?

Table2.10: The Help of ICC in enhancing students' proficiency

Choices	Repetition	%
Yes	4	66.7%
No	2	33.3%

The aim behind this question is to know the opinion of the interviewed teachers about ICC as being helpful in enhancing the abilities of students in their learning. Four teachers represented by (66.7%) have answered that ICC can enhance the proficiency of the students and the justifying as follows:

- Students benefit to improve the speaking skill
- Students will be more concerned and involved into lectures
- It can boost their abilities and motivation.

Whereas, two teachers (33.3%) disagreed and see that it is not that important to help enhancing students' proficiency level.

Q15: Do you have any other suggestions for enhancing deeply the intercultural communicative competence in EFL teaching?

As for the suggestion about the deep incorporation of ICC in EFL teaching, the interviewed teachers answered in different and various ways, as shown in the below list so we have made a list of the suggestion given by teacher

- Live workshops about different cultures
- Inviting foreign teachers to present seminars/ international conferences
- Clubs outside the class/ invite natives' speakers



- Chat rooms with native speakers

2.8.2 Summary of the Main Result

The data collected from the teachers' semi-structured interview helped to confirm both the first and second hypothesis, which are EFL teachers often neglect intercultural communicative competence in their teaching, the thing which slows down the process of EFL learning and thus, their students' proficiency level and ICC may be very effective in enhancing EFL students' proficiency level and achievement.

. The findings showed that integrating the ICC in EFL classrooms is helping students to enhance their intercultural communicative competences, the thing which helps them develop and improve their proficiency level. Although, half of the teacher did not even know what is ICC which proved the lack of ICC in some EFL classrooms. The results permitted the researcher to have a thorough understanding about the teaching situation as well as the effectiveness of the incorporation of ICC into the classrooms. The results also showed that though some teachers have never dealt with ICC, they expressed their idea about ICC and its importance and effectiveness in EFL classrooms.

2.9 Classroom Observation

The main objective of the classroom observation is to investigate the EFL classrooms about the deep integration of the ICC, concerning what is going on during the culture and civilizations' lectures, it has been used to observe students' interactions, motivations, and understanding as well as, the investigation of the content of the lectures in question and the forms of the cultural aspects used.

The observation consisted of three main parts; during the first part, the investigator tries to observe and generally describe the content and the way the Culture and Civilization course is conducted. The second part, however, aimed at depicting Teacher's materials through different activities performed within the classroom. The third part consisted of investing the Cultural aspects and their use in lectures.



2.9.1 Course Conduct and Content

The researcher has attended 04 sessions (two week time of observation) of Culture and civilization module. At the beginning of each session, the teacher was introducing or reminding of the preceding lesson. The teacher starts asking some questions related to the new lesson or the previous one, so that she opens an area of interaction. Students' answers to the questions were generally unstructured sentences. The teachers' reaction was to restructure her students' sentences.

Throughout the period of observation sessions, the teacher was explaining the lessons with much clarity using very innovative method of teaching such as: audio-visual methods. The grammatical and phonetics' mistakes were taken in consideration and quickly corrected by the teacher, translation was not allowed in the classroom, the mother tongue culture was mentioned as a medium of comparison between the two cultures (target language culture and mother tongue culture).

2.9.2 Teaching Materials and Cultural Aspects

- **Teaching Materials:**

Teaching materials that were used in the lessons were texts and the exercises were done in various ways like discussion, comments and written tasks.

- a- **Texts**

Two texts were used as materials for teaching, they were divided in paragraphs, students were invited to read them, the teacher however, was trying to explain them using comparison of the cultures (mother tongue culture and the target).

The texts that were given in course were entitled:

- **American way of life**
- **The British Empire**

**b- Exercises**

The Teacher was using a range of exercises, in order to evaluate and also explain more the lessons.

➤ Discussion and Comments

After reading the texts, the teacher has given a section of discussion and comments, dividing, then, the class into 06 groups with the task of making questions and comments about the texts that they have read about British Empire.

Examples:

Group1 asked Group 2 the question: How many countries were colonized by the British Empire?

Group 3, 5 and 6 made a comment concerning the Victorian era: the Victorian era is considered as the peak of the British history when it comes to science, social life, economy and military force.

➤ Writing Tasks

A small test was given at the end of the session of the second group, the questions were:

1. What is the united State?
2. Why the U.S was considered as « melting pot »?
3. Why Americans' looked for huge lands?
4. America (USA) is famous

The Students were given 20 minutes to answer the test; the researcher noticed that the test summarizes all components of Byrams ICC (cultural awareness). The researcher had the chance to look into some copies and to investigate some answers after the end of the test.



- **Cultural Aspects**

What attracts the attention of the researcher is the incorporation of the Cultural aspects which reflected the use of ICC in the classroom, the thing that, permitted the researcher to focus on the way it was incorporated in the syllabus and how the teacher tends to reflect it in her teaching, the observation helped also the researcher to depict the difficulties and the shortages surrounding the implementation of ICC in EFL classrooms, finally the observation confirmed the fact that, ICC is of paramount importance in EFL classrooms.

- **Social Norms**

The social norms' aspect was poorly used in the session, the teacher explained the social life of US people, and she made several comparisons with the mother tongue culture.

- **Word & Concepts**

This aspect was used in various occasions during the reading session; students were asking about the meaning of some new words in order, for them to acquire them and therefore, to enrich their vocabulary. No translation was allowed while explaining the words and concepts.

For Example: The use of the Word **Blockbuster** to describe Movies in the US

- **History & Religion**

This last aspect was used a lot through texts given, and explanations of both the British and American Cultures, while referring back to mother tongue Culture. **For Example:** in the session where the students were dealing with the British Empire.

The teacher has explained how Great Britain succeeded in colonizing the world and becomes what we call the Empire where the sun never set and she compared that period of time to what was happening in the mother tongue Culture with the war and colonization and also the French empire.



2.9.4 Summary of the Main Results

Despite the fact that the researcher had a limited time to observe the two groups, he managed to collect the data that he needed for confirming the first hypothesis that is EFL teachers often neglect intercultural communicative competence in their teaching, the thing which slows down the process of EFL learning and thus, their students' proficiency level.

The researcher observed that some Cultural aspects were rarely used in the observed sessions like Social Norms, however, some other aspects were used a lot like History & Religion in which, Indeed ICC approaches proved to be effective for students' understanding and productivity of language, and that was observed in the responses of the students who were constantly asking about the meaning of new words and how they can use them adequately in their communication. The outcomes recorded from the classroom observation confirmed also second hypothesis which is ICC may be very effective in enhancing EFL students' proficiency level and achievement.

2.10 Conclusion

The obtained results from the data collection tools that is, students' questionnaire, teachers' semi-structured interview, and the findings of the classroom observation helped constructing a thorough image about the integration of ICC in EFL classrooms and its impact on EFL students' proficiency level. In the coming chapter, a deep discussion will be held about the findings and the results gathered from Triangulation besides some suggestions and recommendations will be provided for teachers about the incorporation of ICC and its effectiveness.

Chapter Three: Suggestions and Recommendations

3.1 Introduction

3.2 Discussion of the Main Results

3.3 Suggestions and Recommendations

3.3.1 Suggestions

3.3.2 Recommendations

3.4 Pedagogical Implications

3.5 Conclusion



3.1 Introduction:

The outcomes of students' questionnaire, teachers' semi-structured interview and the classroom observation exposed in the previous chapter largely contributed in acknowledging the paramount importance of developing the Intercultural Communicative Competence in EFL teaching and learning setting due to its effectiveness in enabling EFL students develop their proficiency level.

The aim of the present chapter is to discuss the main findings obtained from students' questionnaire, teachers' semi-structured interview and classroom observation in relation to the already raised research questions and hypotheses, it states some recommendations and suggestions concerning the incorporation of the intercultural communicative competence in EFL classrooms and how it can help enhancing students' proficiency level. The present chapter provides also, some pedagogical implications.

3.2 Discussion of the main Results

Students' questionnaire, teachers' interview and classroom observation enabled the researcher to collect a large amount of data concerning the incorporation of Intercultural communicative competence in EFL Classrooms and its importance in enhancing the students' proficiency level and uplifting of their understanding of the English in general.

The results obtained from the students' questionnaire and the teachers' interview, revealed that ICC is very effective when it is used in EFL classrooms; this confirmed the second hypothesis concerning, the effectiveness of ICC in enhancing EFL students' proficiency and achievement. Indeed, the findings from Students' questionnaire and teachers' interview showed that the ICC is of a great help on EFL students' understanding of the target language in comparison to the mother language culture. More than that, they revealed that these students are aware of the virtue that those approaches provide to their conquest to master the target language, in addition, both EFL students and teachers agreed that the cultural aspects that make the cultural awareness in ICC are of paramount importance to the language learning /teaching process as like as grammar.



The first hypothesis about EFL teachers often neglect intercultural communicative competence in their teaching, the thing which slows down the process of EFL learning and thus, their students' proficiency level was confirmed by the teachers' semi-structured interview and the classroom observation. Half of the participants of the interview revealed that EFL teachers are not familiar with the ICC and that the use of the IC approach and aspects are not focused the thing, which leads to a lack of ICC in EFL classrooms. The findings of classroom Observation also, revealed the lack of integrating ICC through with the three cultural aspects proposed (Social norms, History & Religion and Words & Concepts).

To conclude, most of the participants welcomed the idea of incorporating deeply the ICC approach in the EFL classroom, because of its effectiveness in understanding the target language, and also enhancing the students' proficiency and productivity. ICC learning approach allows students to seize opportunities that diversity offers and learn how to interact in a global, diverse and challenging world. The outcomes of the data also show that both EFL students and teachers have a high motivation vis-à-vis the Global classroom which is the goal of ICC in general.

3.3 Suggestions and Recommendations:

As discussed above, ICC is vital in EFL teaching/learning process, thus EFL teachers and educators should focus and apply a wide range of methods to enhance learners' ICC. The outcomes of the data collection helped the researcher to propose some suggestions and practical recommendations for both EFL teachers and learners, the aim of which is to help enhancing ICC in the EFL classrooms and therefore, increase EFL students' proficiency level.

3.3.1 Suggestions

Based on the literature review and taking into account both teachers and students opinions and views, collected via the questionnaire, the interview and the classroom observation, here are some suggestions for EFL teachers on how to incorporate ICC into their lessons so as, that interculturality will be truly integrated into EFL classrooms and can be taught systematically:



- **Student exchanges**

Teachers can make use of student exchanges (short visits to another country organized by two cooperating schools). Learners going on an exchange should be appropriately prepared so that they are able to research certain cultural aspects by talking to and observing people. On their return, they should report to others on what they have found out.

- **Email exchange**

Nowadays, technology allows students from different cultures to “meet” in virtual reality. As described by Ho (2000), email exchanges between two classes from different countries are becoming popular alternative to traditional in person exchanges. Pairs of students from different parts of the world may also work in tandem, using email or chat programmes. In case of technology based contacts, just like with traditional exchanges, the teacher must direct learners about proper ways of getting to know other cultures. Appropriate activities must also be designed so that students can share the new information with the rest of the class.

- **Project work**

An extremely useful technique that can be successfully used in any intercultural approaches is project work. Groups of students may discover various facts about a given culture when working on a project and preparing a presentation. First, students find information about the given culture, using various sources (the Internet, newspapers and magazines, TV, people they know). The next step, is a synthesis of the collected information and, very often, some artistic preparation. The results of learners’ work should be presented to others, which can be the whole class or even the whole school. Students may give a lecture prepare a performance, create a newsletter, or even organize a culture day, with poster displays, slide shows, dance performances, food tasting, quizzes, and competitions. Students can be very creative and imaginative, and many project presentations are really interesting. A follow up, in classroom discussion is necessary, concentrating on the content of the end-product (not on language form).

Project work lends itself very well to the development of learners’ intercultural knowledge because it is typically content-oriented. Additionally, it has a lot of other advantages. It develops students’ language skills, problem-solving skills, creativity, imagination, research skills, and teamwork skills.



There is much emphasis on individualization and the development of students' interests. The end-of-project presentation of students' work is usually a very important event for them, which contributes to sustained motivation during project work.

Because the responsibility and choice are theirs, each project is a unique, personal, and memorable experience for students.

In addition, project work can allow students to learn in an autonomous way. In assigning projects, good foreign language teachers help their students develop the ability to learn about the world's cultures without supervision. Effective projects and learning activities in general, teach students where to look for information, how to infer cultural information encoded in a written or spoken text, how to make comparisons between different cultures, and how to make use of the new knowledge. Students ought to have a chance to make their own choices and to work independently of the teacher, individually or in cooperation with peers.

- **Motivating students**

A good EFL teacher starts a course by conducting a needs analysis in order to be able to teach according to the students' language needs and objectives, present level of knowledge, learning preferences, and, especially, what they find interesting and engaging. It is very possible that not all students will be interested from the start in learning about foreign cultures. The teacher's task is to convince them that intercultural training is in fact, an indispensable element of modern education. The teacher may use accounts of real-life encounters where the lack of intercultural awareness leads to amusing, embarrassing, or even dangerous situations.

It is worth mentioning that, intercultural lessons need to be interesting for students and should take place in a friendly, relaxed atmosphere. Students need to be active participants, making choices and taking decisions. Interested, involved, responsible students are motivated students.

- **Encouraging appropriate attitudes**



It is vitally important that students do not treat the information about the world's cultures as a curiosity, or even worse, ridicule it. The teacher has to see that students make a serious attempt to get to know and understand other cultures (even if they may not agree with some aspects of those cultures). Both the teacher and the students have to fully understand that intercultural knowledge is indispensable for successful communication all over the world.

Stereotyped views and prejudices will prevent students from developing intercultural competence. The teacher must help students understand that there can be different sets of behaviours, beliefs, and values, and the fact that, we represent just the one that we have been “born into” is pure coincidence. As Kramsch (1995, 3) states that “*breaking down stereotypes is not just realising that people are not the way one thought they were, or that deep down ‘we are all the same.’*” I, e. we are irreducibly unique and different, and that I could have been you, you could have been me, given different circumstances. Of course, there are aspects of some cultures that students need not accept, such as inequality between men and women or an inhuman attitude toward animals. The teacher's task is not to “convert” the students to other cultures; the role for the EFL teacher is to help students get to know and understand different cultures because this knowledge and understanding are indispensable for successful cross-cultural communication.

And finally these are some suggestions made by EFL teachers that integrated ICC into their classes, considering their experiences with ICC and culture teaching in general:

- Teachers should set clear objectives and successful instructional techniques to put cultural teaching into practice and to establish an intercultural understanding in the classroom. Many scholars put forward a number of goals for language teachers to set while teaching Interculturality, which serve as a reference list in the process of selecting, collecting and compiling cultural material.
- Teachers should teach cultural elements integrative with linguistic items, this entails:
 1. Using cultural context for target language practice activities; teachers should try to create situational activities and through role playing explain and demonstrate the differences in language use between the students' culture and the target one in similar situations so that, students will be aware about good behaviour and bad manners and improve their communicative competence.
 2. Teaching students about the connotative meaning of new words when teaching vocabulary.
 3. Including cultural elements in tests and exams.




- Teachers should use authentic material; an authentic environment should be made possible in the classroom. This could be achieved through the availability of didactic aids such as tape recorders and videos.
- Teachers should encourage students to do projects about the target culture topics. They may check the school library or the internet to look for interesting aspects of the target culture. This would develop their research skills and raise their cultural awareness.
- It is essential to mention that EFL teaching curricula at universities should include methodology of teaching culture. Besides, working teachers should benefit from in service training.
- Teachers should continue to improve their own English, get acquainted with the target culture and update their knowledge about language teaching. They should use every means available to enlarge their knowledge of the target culture and its culture.

3.3.2 Recommendations

One of the recommendations the researcher sees practical concerning the incorporation of the ICC in EFL classrooms and which will play an important role in increasing EFL students' proficiency level and achievement is related to the application of: the intercultural Competence language teaching (ICLT) model in the ICC training process (Tran & Seepho, 2015), the use of various activities to integrate culture in EFL (Tran & Seepho, 2015), ICC assessments, and most importantly the effective training of English language teachers (Tran & Duong, 2015).

- The application of ICLT model for ICC training process proposed by (Tran & Seepho, 2015:83)

In ICLT model for ICC training process there are four stages; namely, input, notice, practice, and output. In English language teaching and learning, the input should include both language



and culture knowledge. In notice this stage, as with language awareness, learners' awareness and attitudes towards intercultural should be improved further. In term of practice, the learner should practice both language skills and intercultural skills equally. Finally, in the output stage, the learners have opportunities to apply both linguistics skills and intercultural skills in their authentic context. Based on this practical model, learners are supposed to develop their ICC skills.

- The use of various activities to integrate culture in EFL

Tran and Seepho (2015) recommended a number of activities to integrate culture in EFL teaching so that, the learners can boost their levels of ICC. The activities are cultural aside, culture capsules, culture cluster, slice-of-life technique, authentic environment creation, culture self-awareness technique, quiz or multiple choice, role-play, inviting foreigners, and discussion.

- Comparing Learners' Culture with the Target One

Comparing learners' native culture such as practices, traditions and other cultural aspects with the target one is one of the main techniques for developing learners' ICC. Learners will be given the chance to explore the similarities and differences that exist between the two cultures. For instance, the teacher may ask his learners to compare ways of expressing politeness between the target culture and their home culture. He may ask them to discuss it in groups to enhance their English speaking skills, write about it in a collaborative composition or simply by presenting it through role-play.

- English language teachers training

The role of teachers in fostering ICC development for learners is also of great importance, since they act as scaffolds to guide learners through the process of acquiring competencies in attitudes, knowledge, and skills in relation to intercultural competence when utilizing a foreign language. Tran and Seepho (2015) point out that teachers' lack of knowledge and methods prevents them from integrating culture in their teaching practice and poses a major limitation of learners' acquisition of ICC. Therefore, training programs, workshops, and seminars on intercultural language education aimed at teachers is crucial to make them more aware of the importance of ICC and more competent in utilizing appropriate methods to teach intercultural



language classes. As recommended by Hendon (1980) who maintains that every EFL classroom should have what he calls “cultural island”, which means a range of cultural references to the cultural aspects of both the target and mother tongue cultural heritage.

3.4 Pedagogical Implications

The Data collected by the researcher has made clear some very important points for the good performance of the teaching/learning process. These points could add positive things to the teachers for their learning and give it a meaning as they reach good results. Besides, these points are what can be added to enhance ICC in EFL classrooms and without the following factors the results obtained would not be effectively achieved to help the students build up the proficiencies needed to be an intercultural speaker and communicator.

- One of the major purpose of Interculturality in general is to involve other culture in their own, and the first aid that teachers use, is to involve other cultures especially the target and mother tongue cultures through modern material like educational videos, outline documents, power point, photographs, diagrams, and sound files (such as listening to different accents of other people learning the target language). Not only that, even use written materials like books, magazines, newspaper etc... Those written materials need to be multicultural in order to learn more about other people write, think and feel.
- The teachers can also create some workshops, international conferences and discussion session. For the reason that, students can practice the target language in social environment and in the same time try to exchange the information about their cultures with natives and even other target language learners.
- Incorporating role-play in the foreign language classroom is a good way for preparing learners to real life communication. It is an engaging activity that challenges learners to develop their cultural background as well as, their intercultural skills and competences. The learners may tackle different situations like “at the restaurant”, “at the hotel”, “checking at the airport”, etc. Seelye (1983) claims that through role play L2 learners can experience many kinds of situations in which they will use the



language and as they develop a sense of mastery in them, they should be able to apply the language more easily in new situations. It promotes interaction in the classroom and increases motivation and interest.

- Cooperative learning is an effective method for learning in EFL classrooms as it encourages learners to discuss what they have learnt and to learn from each other's point of view. It also, puts the learners at the center of the learning/teaching process. Jacobs (2004) identifies a set of principles of cooperative learning which are:
 - a. **Heterogeneous grouping:** the teacher should group his learners in mixed groups in terms of abilities.
 - b. **Group autonomy:** this principle encourages learners to rely on themselves rather than, being dependent only on the teacher. Therefore, the teacher may interfere in case the group is facing some difficulties.
 - c. **Individual accountability:** encouraging individual accountability in groups, every learner will learn and share his knowledge and information with his classmates.
 - d. **Positive interdependence:** when positive interdependence exists among the members of the group, they can notice what may help one of their classmates and what may hurt him. Yet, the principle of one for all and all for one raises among the learners to share a common goal.
 - e. **Cooperation as a value:** this principle ensures that cooperation is also part of the content to be learnt rather than only a way of learning.
 - f. **Equal participation:** cooperative learning offers ways for promoting equal opportunities to participate in the group.



3.5 Conclusion

This chapter has intended to focus on the benefits that the use of intercultural communicative competence has brought to the field of learning English language particularly in enhancing learners' proficiency. It provided some suggestions, proposed recommendations for EFL teachers and learners and finally, gave some pedagogical implications in language teaching and learning that act as a guideline for the EFL pedagogical settings. The latter are believed to create a favourable atmosphere in which learners enjoy learning about the target culture and discovering its components without losing track of their own culture.

General Conclusion



General Conclusion



Intercultural communicative competence has made significant changes in foreign language teaching and learning, incorporating intercultural knowledge is vital to ensure an efficient learning that promotes EFL students' proficiency and achievement. Though, the use of ICC approach in foreign language teaching/learning settings is of paramount importance since it proved to have positive impacts on learners and their achievements, the researcher noticed a lack (not to say) a non-use of the intercultural dimensions in EFL classrooms. In this dissertation, the researcher intended to highlight the paramount importance that Interculturality in general and Intercultural Communicative Competence specifically present to EFL Learners.

This research work consisted of three chapters. The first chapter was mainly concerned with the theoretical background related to the importance of Intercultural communicative competence, it gave an overview about culture, Interculturality and highlighted the positive impact of ICC on EFL students' proficiency level, The second chapter was devoted to give the research design, it offered a detailed description about the research methodology, sampling, the research instruments, and the data analysis procedures carried out in this study as well as the analysis of the collected data. The last chapter dealt with the discussion and interpretation of the main results in addition, to some suggestions and recommendations for the future of ICC in the EFL classroom, and some pedagogical implications required for an effective incorporation of ICC in EFL settings.

This research is a case study, in which, three instruments of data collection were used; a questionnaire was addressed to first year EFL students at Belhadj Bouchaib University Centre of Ain Temouchent, a semi-structured interview was arranged with EFL teachers responsible for culture and civilization module and finally a classroom observation was conducted in order to collect the necessary data. The data was both quantitatively and qualitatively analyzed.

The obtained results confirmed the raised hypotheses. The researcher hypothesized that the ICC is neglected in EFL classrooms. The second hypothesis stated that ICC approach may be very effective in enhancing EFL students' proficiency level and achievement. The obtained results revealed that the hypotheses were confirmed. Therefore, regarding that EFL teachers often neglect ICC approach and that when used ICC can be very effective in enhancing the proficiency of students, the researcher proposed some suggestions that may



contribute to the development of EFL students' intercultural communication competence in EFL classrooms sufficiently.

Indeed, the results revealed that EFL teachers often neglect Intercultural communicative competence in their teaching, the thing which slows down the process of EFL learning and thus, their students' proficiency level, and those who integrate it in their classrooms, their students prove to be more efficient in their studies. Thus, proven the second hypothesis that is ICC may be very effective in enhancing EFL students' proficiency level and achievement.

This study is as any other research that has got some limitations and shortcomings. First, time was a major obstacle to tackle this researcher because of its ambiguity in addition; this research did not investigate all the levels since it was restricted only to first year EFL students. The researcher also, encountered some problems related to the small number of participants involved in this research which cannot be representative to all EFL students. Despite these limitations, the present study will pave the way for further research about the importance of Intercultural Communicative Competence in EFL classrooms

To conclude, this research tried to shed lights on a very important concept to Language learning /teaching process, a concept that can enhance exponentially the proficiencies of EFL Learners. This study purpose is to investigate ICC existence in EFL classrooms and in the case of it existence in the EFL classroom, and its effectiveness on the EFL learners' proficiencies and achievements.


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APPENDICES

APPENDIX A

Students' Questionnaire

Dear students;

This questionnaire is part of a master project, carried out to investigate the importance of the intercultural communicative competence in enhancing EFL students' proficiency and achievement. So, would you please answer the following questions as clearly as possible.

Section One: Background Information

1. How long have you been studying English?

..... Years

2. How do you evaluate your level in English?

Beginner Intermediate advanced

3. Do you use English as a medium of communication outside the classroom?

Yes No

• **If yes, with whom?**

Your classmates' people who understand it native speakers

4. Are you familiar with the English language culture?

yes no

5. From where have you acquired such knowledge

your studies Art, film, music other sources, precise please

6. Do you study some cultural aspects of the target language?

Yes No

• **If Yes, what kind of aspects?**

Social Norms (family, home life, leisure activities, traditions and costumes etc)

Words & Concepts (greetings, norms of politeness, etc)

History and religion

Section Two: developing students' proficiency and achievement

7. Do you think that the cultural aspects of the target language help you develop your communicative competence?

Yes

No

- **If yes, how?**

.....

8. According to you, to what extent do the cultural aspects help you develop your proficiency level of the English language?

.....

9. Does your mother tongue culture affect your English language learning and thus, affect your proficiency and achievement?

Yes

No

10. According to you, is it important that the cultural dimension will be enhanced deeply in your curriculum?

Yes No Neutral

- **if yes? Why**

.....

11. According to you, what is the role of the cultural dimension in improving your English proficiency?

.....

Section Three: Suggestions and Recommendations

12. According to you, What kind of materials would enhance your cultural Communicative competence and thus, develop your proficiency and achievement

Audiovisual materials (Educational videos) written materials (books, magazines, new papers etc...)

13. What are your suggestions or recommendations to help you improve your proficiency in the target language?

.....

Thank you for your collaboration

APPENDIX B

Teachers' Interview

Dear teachers;

This interview is part of a master project carried out to investigate the importance of the intercultural communicative competence in enhancing EFL students' proficiency and achievement. So would you please answer the following questions as clearly as possible.

Section one: Background Information

1. What is your degree?

Licence Magister Doctorate

2. What is your status?

Part time teacher Full time teacher

3. How long have you been teaching English?

.....years

4. How long have you been teaching at university?

..... years

5. How long have you been teaching Culture & Civilization?

..... years

6. What is the weekly time allotted for the teaching of culture & Civilization?

.....hour(s)/ week.

7. do you think that the weekly time allotted is:

Sufficient not Sufficient

Why?

.....

Section Two: The Impact of the Intercultural communicative competence in EFL Classrooms.

8. According to you, what are the most important points you focus on in the teaching of culture?

.....
.....

9. Which aspects of culture do you consider most important in teaching a foreign language?
Social Norms Words & Concepts History and religion

10. In what ways do you create opportunities for your students to understand and experience others' culture?
.....

11. Are you familiar with Intercultural communicative competence?
Yes No

12. Do you incorporate intercultural communicative competence in your teaching?
Yes No
➤ If Yes, in what ways?
.....
.....

➤ If no, why?
.....

13. Do you think that the intercultural communicative competence should be given more emphasis in foreign language teaching?

Yes no

why ?
.....

14. Do you think that the intercultural communicative competence helps enhancing students' proficiency level and thereby developing their achievement?

Yes no

➤ If yes, how?
.....

15. Do you have any other suggestions for enhancing deeply the intercultural communicative competence in EFL teaching?
.....

Thank you for your cooperation

APPENDIX C

الملخص:

الهدف من الدراسة الحالة الحالية هو التحقق من تأثير الكفاءة التواصلية بين الثقافات في تحسين إتقان وإدراك الطلاب في اللغة الإنجليزية كلغة أجنبية. في هذا العمل، بدأ الباحث من خلال دراسة حالة الدراسة و تحليلها و استخلاص بعض الاقتراحات و التوصيات المفيدة في النهاية. يمكن أن تسهم في دمجا لكفاءة التواصلية بين الثقافات في الفصول الدراسية للغة الإنجليزية كلغة أجنبية، وبالتالي تعزيز كفاءة و إنجاز المتعلمين. و تثبت النتائج أنه عندما تكون الكفاءة التواصلية بين الثقافات موجودة في الفصول الدراسية للغة الإنجليزية كلغة أجنبية، فإنه تعمل على تحسين كفاءات المتعلمين.

الكلمات المفتاحية: الكفاءة التواصلية بين الثقافات، اللغة الإنجليزية كلغة أجنبية (EFL)، تحسينها، إتقانها و إنجازها.

Résumé :

L'objectif de l'étude présente est d'étudier l'impact de la compétence communicative interculturelle dans l'amélioration de la compétence et la réussite des étudiants EFL. Dans le travail présent, le chercheur a commencé par étudier le cas d'étude sélectionner, l'analyser et enfin tirer des suggestions utiles et des recommandation qui pourraient contribuer à l'incorporation de la CCI dans les salles de classe ALE, et donc améliorer la compétence et réussite des étudiants. Les résultats ont prouvé que lorsque la CCI existe dans les salles de classe EFL, se la améliore les compétences des apprenants.

Mot Clé : CCI, étudiants EFL, l'amélioration, , la compétence et la réussite

Abstract:

The Aim of the present case study is to investigate the impact of intercultural communicative competence in enhancing the EFL students' proficiency and achievement. In this present work, the researcher started by investigating the case study, analyzing it and finally draw some helpful suggestions and recommendations that may contribute in the deep integration of ICC in EFL classrooms, and therefore in enhancing learners' proficiency and achievement. The findings show proves that when ICC exists in EFL classrooms it improves learners' competencies.

Key Words: ICC, EFL students, Enhancing, Proficiency and achievement