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The Impact of Intercultural Communicative  
Competence on Enhancing EFL Students'  
Intercultural Awareness:  
Case of Master 02 LS Students at the University of  
Tlemcen

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fulfillment of the requirements for the Master's Degree in English  
(Language Studies.)*

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## DEDICATION

*Thank you Allah for helping me to reach this moment. Thank you for giving me power and patience to finish this work.*

*This work is dedicated to the candles of my life; my lovely mother "Djamila", the source of sympathy and love, I wish Mum that I had realized your dreams, Thank you great deal. And my thoughtful father for his sacrifices and mental support.*

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*To all those who are forgotten by my pen and never forgotten by my heart.*

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## **Abstract**

Learning English as a foreign or a second language has become tightly anchored and deeply rooted with the notion of culture. In line with such, this research serves as an investigation about the impact of Intercultural Communicative Competence on Master 2 LS students at Tlemcen University, in other words, the knowledge that Master2 students have and the beliefs they hold about culture likely affect their awareness toward ICC. The research has opted for the use of a Semi-structured interview with 5 teachers at Tlemcen University and a questionnaire with 30 M2 LS students from the same university. Moreover , the data obtained were both qualitatively and quantitatively analyzed, and the results have shown that teaching ICC improves students intercultural awareness and competence. Furthermore, ICC has positive and negative impact on learners' cultural awareness and behaviors .

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## **List of Acronyms**

**EFL:** English as a Foreign Language

**ESL :** English as a Second Language

**ELT:** English Language Teaching

**CT:** Culture Teaching

**CA:** Cultural Awareness

**ICC:** Intercultural Communicative Competence

**GTM :** Grammar Translation Method

**CC :** Communicative Competence

**CA :** Cognitive Approach

**CLT :** Communicative Language Teaching

**TRD :** Truth Recognizing Device

**GENERAL**

**INTRODUCTION**

# General Introduction

In the past few decades, the world has undergone through some radical changes because of the process of globalization. During this era, English has assessed itself as the universal language. Therefore, people all around the world started learning this language so that they can communicate easily with others, no matter where they are from or what language they speak.

The process of learning English as a foreign language (EFL) requires developing the learner's skills on the language's four skills; namely listening, speaking, reading and writing. Nevertheless, the main aim of this is to be able to communicate effectively and appropriately, it can be said that there is a strong and solid relationship between language and culture, a coined approach by the scholar M. Byram called Intercultural Communicative Competence, or ICC for short, this targets the side of cross cultural affection and that's aim is to ameliorate the channel of communication between different cultures around the world, as well as is seen as a strategic element in nowadays international communicative competence to avoid falling in both negative impact and misunderstanding on the level of communication, that can be provided from this international coming across cultural interaction.

Regarding the importance of ICC as a part of EFL teaching, this current study aims at the role of integration of ICC, its importance, as well as its impact on the students' cultural awareness. For the sake of better exploring this; the researcher used a case study research design, and a combination of both qualitative and quantitative approaches for data collection and analysis. Therefore, the following research questions were asked:

1. How does intercultural communication affect EFL learners during the process of learning ?
2. How do learners' attitudes are being impacted ?
3. What are the possible solutions that could be provided as a salvation from this intellectual clash ?

Thus, in order to answer the above mentioned questions, the following hypotheses were formulated and tested:

1. The integration of ICC teaching improves students' awareness of differences between cultures, and raises their understanding.
2. The negative impact of cross culture may lead to a collapse on the level of understanding, also distraction from the right ethics because of this cultural clash.
3. Teachers' ultimate role in ICC teaching is to both spread and explore tolerance and empathy, as well as to provide a well prepared and aware students to get integrated and adapt the mostly common international cultural attitudes that are based on logic and intuition.

Since the aim of this research is to explore the impact of ICC teaching on EFL learners, the research design an exploratory case study dealing with Master 02 EFL students at the University of Tlemcen. This study emphasizes on a set of instruments; a questionnaire for students and a structured interview with teachers.

Concerning the structure of this work, it consists of three main chapters. The first chapter is concerned with the literature review ,it is a theoretical background for the sake of introducing this issue. The researcher provides some definitions for both culture and language and review the relation between this concepts .This chapter also includes the meaning and the development of Intercultural communicative competence .

The second chapter presents the research design and the different procedures used to collect data from the sample population. is a description of the methodology followed in this study. First, it provides a bird's eye view of the ELT situation in Algeria. Then, it portrays the research design including the sample population, the research instruments, as well as the data analysis procedures. Based on the description presented in chapter two.

.Finally, the third chapter, which represents the practical part of this extended essay, is devoted to the analysis and interpretation off data obtained from students'

questionnaire and teachers' interview in order to answer the research questions. Furthermore, some recommendations and suggestions are provided in an attempt to develop the students' intercultural communicative competence.

# CHAPTER ONE

# Chapter One:

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## **1.1. Introduction**

This chapter discusses the theory and research into the areas that form the underpinnings for the present study, and aims at providing information on the aforementioned research question. It tries to reveal the importance of intercultural communicative competence among EFL students, as well as the negative impact of this latter upon the learners' attitudes. Next, it sheds the lights on the main different solutions that may be coined as a safe intellectual shield to preserve the appropriate acts of the students and to enlighten the suitable path that they should keep to during the process of learning and interacting. Finally different points will be talked about and its target is to reach to the notion that being aware about the targeted culture of the acquired language will lead to a suitable and in safe outcomes in the process of learning.

## **1.2. The Notion of Culture**

The Swiss linguist Ferdinand de Saussure (2001/1916) has coined structuralism concepts about how mutual intelligibility by means of language is supposed to work. This latter introduction has led to a linguistic revolution on level of thoughts. After that, even philosophers showed considerable interest in his thoughts and they smooth the path for cultural philosophy and the integration of culture into social theory (Cassierer, 1992/1947). Linguists doing research on intercultural communication on the basis on the one hand, create a first and solid basis to integrate culture into linguistic theory. On the other hand, after the era of structuralism the presupposed constraints of this paradigm tended to persist in linguistics and for a long time they encumber linguists from taking note of the advances of cultural theory after structuralism.

English is no longer viewed as the property of the English-speaking world but is an international commodity. New goals for the learning of English have emerged which include interest in foreign or international affairs, willingness to go overseas to study or work, readiness to interact with intercultural partners, as well as other goals such as friendship, traveling and knowledge orientation. The cultural values of Britain

and US are often seen as irrelevant to language teaching, except in situation where the learner has a pragmatic need for such information as might be the case for an international student living in the US, Britain, Australia, etc, who might need to become familiar with culture 2, 3 and 4 above. For a learner, using English as a lingua franca (e.g. a person from Algeria interacting in English with a person from Iran). However, none of the definitions of culture described above would be particularly relevant.

### **1.2.1. Culture Defined**

Culture is a notoriously complicated concept to be defined. In 1952, the American anthropologists, Kroeber and Kluckhohn, critically reviewed concepts and definitions of culture, and compiled a list of 164 different definitions. Apte (1994:2001), writing in the Encyclopedia of language and linguistics, summarized the problem as follows: ‘Despite a century of efforts to define culture adequately, there was in the early 1990s no agreement among anthropologists regarding its nature’.

The word culture has many different meanings. For some, it refers to an appreciation of good literature, music, art and food. For biologists, it is likely to be a colony of bacteria or other micro-organisms growing in a nutrient medium in a laboratory petri dish. However, for anthropologists and other behavioral scientists, culture is the full range of learned human behavior patterns. The term was first used by the pioneer English anthropologist Edward. B. Tylor in his book, *Primitive Culture*, published in 1871. Tylor said that culture is “that complex whole which includes knowledge, belief, art, law, morals, customs and any other capabilities and habits acquired by man as a member of society”. Of course, it is not limited to men. Women possess and create it as well. Since Tylor’s time, the concept of culture has become the central focus of anthropology.

Culture is a powerful human tool for survival, but it is a fragile phenomenon. It is constantly changing and easily lost because it exists only in our minds. Our written languages, governments, buildings and other man-made things are merely the product of culture. They are not cultures in themselves. For this reason, archaeologists cannot dig up culture directly in their excavations. The broken pots and other artifacts of

ancient people that they uncover are only material remains that reflect cultural patterns, they are things that were made and used through cultural knowledge and skills.

There are at least five relatively mutual notions about culture that we call inadequate. These ideas are often found in the writings and practice of individuals, including those in conflict resolution who, borrowing an archaic anthropological view of culture, seek to use a cultural approach in their work.

1. Culture is homogeneous. It refers to the idea that the culture of the society contains people of the same race, belief & customs. In general, they speak the same language and surrounded by the same societal norms and traditions. Homogeneous culture is often considered fruitful and stable because of their uniformity in their shared, unified & similar acts within a specific society.
2. Culture is a thing. It means that culture is not owned by anyone precisely as a private property. Culture conventions come from somewhere else, either some event in the past or through acquisition in the present. And for those who try to obsess over it are often who see some material gain from it.
3. An individual possesses but a single culture. It means Culture is synonymous with group identity, due to tribal, ethnic or national culture. Therefore, culture always comes in the plural . A person possesses and controls several cultures in the same way.
4. Culture is a custom. It refers to the cultural idea and its description in a regular, patterned way of behaving that is considered characteristic of life in a social system. Shaking hands, bowing and kissing are all customs: they are way of greeting people that help to distinguish one society from another.
5. Culture is timeless. Closely related to the culture-is-custom view. We speak here, for example, of “the Arab mind” as adopted teachings and attitudes that has come down to us from the prophet Mohammed for example.

These five inadequate ideas about culture are related and mutually reinforcing. Using them, we argue, greatly diminishes the use of the culture

concept as an analytical tool for understanding social action, in this case, conflict resolution.

### **1.2.2. Big Culture vs Little Culture**

The “Big C” culture refers to that culture which is most visible. Some visible forms of cultures include Holidays, Art, Popular culture, Literature and Food. When learning about a new culture, the “Big C” cultural elements would be discovered first; they are the most overt forms of culture. These are the “Shakespeare’s”, the “Gaudis”, the Michelangelos, the Vazous, the famous figures , literature, architecture, music, dance, history –things that may never go away. In simple words, “Big C” culture is related with literature, Art and Institution.

The “Little c” culture, in contrast, is the more invisible type of culture associated with a region, group of people, language, etc. and it includes, communication style (verbal and non-verbal language symbols), Cultural norms (what is proper and improper in social interaction), behaviours, Myths and legends. This is the stuff that is here today and may go away tomorrow (not stable). Yet, it makes living today positively possible. We cannot live without “little c” culture; we cannot communicate without “little c” culture. A lot of intercultural communication is based on duality-either or, this process. In other words cultural knowledge is often described in terms of “little c” culture, comprised of cultural beliefs, behaviours, attitudes and values.

Finally, exploiting cultural differences and getting an insight into other people’s ways is a powerful way for going people to realize the importance of suspending judgment, being flexible, being patient and empathetic for successful communication to take place. Because, let’s face it, we cannot, not communicate with other cultures, we live in an increasingly globalised world and the more culturally literate and intelligent we are, the better our chances of doing successful friendships and basically becoming accepting in a world that is becoming increasingly diverse and challenging to inhabit.

### **1.2.3. The Relation between Language and Culture**

The relationship between language and culture is deeply rooted .Language is used to maintain and convey culture and cultural ties. Different ideas stem from differing language use within one's culture and the whole intertwining of these relationships start at one's birth. The relationship between language and culture is a complex one due largely in part to the great difficulty in understanding people's cognitive processes when they communicate.

Edward Sapir, in his studies with Benjamin Lee Whorf, recognized the close relationship between language and culture, concluding that it was not possible to understand or appreciate one without knowledge of the other (Wardhaugh, 2002: 220). However, wardhaugh (2002: 219-220) reported that there appear to be three claims to the relationship between language and culture, the structure of a language determines the way in which speaker of that language view the world or, as a weaker view but is still extremely influential in predisposing speakers of a language toward adopting their world-view.

The culture of a people finds reflection in the language they employ: because they value certain things and do them in a certain way, they come to use their language in ways that reflect what they value and what they do. Frequently, people of one culture think that people of another culture are stranger because with their language they do not and cannot conceive that aspects of another culture conceivable.

Language and culture are systems that accomplish each other and exclude something of which they cannot conceive because their language does not allow them to think of those things or of which their culture does not contain. Foreign students usually have a difficult time learning the language of another culture without actually living in that culture. To be bilingual in the truest sense of the word needs that a learner be bicultural.

### **1.3. Culture in Language Teaching**

The concept of culture's impact in language teaching has changed considerably in recent years. Before, English was mainly seen as the property of "native speakers of English", and that of countries where it has the status of a mother tongue or first language for the majority of people that is these varieties, that are considered lawful models to teach to second or foreign language learners. Besides it is also assumed that English speaking countries had to be taught in relation to the culture of English speaking countries.

Culture as a social customs and aesthetics stereotype often received an emphasis. This picture has changed somewhat today. Now that English in the language of globalization, international communication commerce and trade, the media and pop culture, different impetuses for learning it come into play.

Language teachers have always to be mediators between cultures, the primary sources of the target culture for their students. Cultural content and cultural awareness has mixed along the history of language teaching and within the different methods. According to Bardos (2004), a currently fashionable wider interpretation of culture, meaning that culture is everything that is coined, made, or used by mankind, may become relevant from the point of view of planning language teaching.

Several other statements and viewpoints have been formulated regarding the status, importance and content of culture in language teaching, showing the complexity of the issue. A frequently quoted interpretation belong to Byram (1989) drawing attention to the problem of skill-centric language teaching, which tends to neglect the cultural elements "foreign language teaching is, both in my experience as learner and teacher and in my pedagogic philosophy, as education, an emancipation from the confines of one's native habitat and culture; the current emphasis on language teaching as skill training is apt to lose that from sight" (Byram 1989).

As it seems from this citation, the culture of the people who use target language as native speakers cannot and have not to be ignored in the language teaching and learning teaching process. The importance of native speakers norms cannot be denied;

however, in case of some international languages used in several countries all over the world, for example, English, the issue becomes more complicated. Alptekin (2002:59) points out that “communicative competence with its standardized native speaker’s norms is as utopian as the notion of the perfect native speaker-listener”.

### **1.3.1. Approaches to Culture**

In language teaching, the theory, philosophy and principles underlying a specific group of teaching practices is called an approach (Longman Dictionary of language Teaching and Applied Linguistics, 2002). However, in the literature on teaching culture, the term is used in a more relaxed way only a few approaches seem to constitute a theory or a philosophy.

The approaches can be classified in different ways. In very broad terms, they can be divided into two: those that focus only on the culture of the country whose language is studied (the mono cultural approach) and those which are based on comparing learners, own and the other culture (the comparative approach).

#### **1.3.1.1 The mono – cultural approach**

was typical for the courses like area studies and British life and institutions and is considered inappropriate nowadays because it does not consider learners’ understanding of their own culture. This theory is represented by what is called the “foreign-cultural approach. It is based on the notion of a single culture and focuses on the culture of the country where the language is spoken.

#### **1.3.1.2 The comparative approach**

On the other hand, the Comparative approach emphasizes that foreign culture must be related to learners’ own. Buttjes and byram (1991:13,cited in Edginton 2000:136) declared that instead of giving learners with “a mono way flow of cultural information” they have to be supported to react and reflect on their own and foreign culture. The comparative approach draws on the learner’s own knowledge, beliefs and values that compose a basis for successful communication with members of the culture. Byram declares that learners cannot rid themselves of their own culture and

simply step into another. For learners to deny their own culture is to deny their own being (Byram, 1994:43). The comparative approach does involve evaluation but not in terms of comparison with something which is better, yet in terms of improving what is all too familiar. Comparison makes the strange, the other, familiar and makes the familiar, the self, strange and therefore easier to re-consider. (Byram and Planet, 2000:189).

### **1.3.1.3 The multicultural approach**

It draws on the idea that several cultures exist within one culture. It includes a focus on the ethnic and linguistic diversity of the target country as well as on the learners' own. In this latter approach comparison is important. Risager (1992:246). This approach emphasizes the principle that cultures are not monolithic as well as it stresses that a balanced and anti-racist view of cultures should be included.

### **1.3.1.4 The transcultural approach**

its aim is that in the modern world cultures are interwoven and interacted due to extensive tourism, migration, world-wide communication systems, economic interdependence and globalization. It is also impacted by the fact that many people speak foreign languages as lingua franca. The transcultural approach, therefore, deals with foreign language as an international language. Its main goal is to teach learners to use it for international communication.

## **1.3.2. The Notion of Culture in Different Teaching Methods**

In the process of language teaching, many notions and perspectives concerning language teaching and the role of culture have come, and the been taken over later by others throughout the history of foreign language teaching. It is lucid that any method in language teaching is an outcome of its times and it also a reaction to the needs that the society imposed upon the language teaching at that time. Long-Fu (2001) stated that some of the factors that are responsible for these changes include: a constantly advancing society which creates new objectives of language in society, the development of social sciences, and new objectives of language teaching.



The literature review indicates that different approaches to language teaching approached the issue of the integration of culture in language teaching in various ways, emphasizing several aspects of culture to be included in their teaching program. In this part, a clear sight is going to be made about how culture and culture teaching have been viewed under different circumstances and through the eyes of different approaches via the history of foreign language teaching.

### **The Grammar–Translation Method**

River (1968) and Omaggio (1986) among others criticize GTM for not paying attention to the integrated uttered communication and the social language variation and not offering any concern for the teaching of cultural awareness, at least on an everyday level.

### **The Direct Method**

The foundation of for a social objective of language teaching was laid due to the advances in science and technology, and with the invention of means of transportation such as steamboats and trains. (Long- Fu, 2001). People now had to deal with real-life situations because they wanted to travel to other countries and do business there. Therefore, their attitude toward learning /teaching a foreign language changed.

### **The Cognitive Approach**

In this theory, the language learner is expected to acquire competence with the awareness in a meaningful manner as a necessary prerequisite to the acquisition of performance skills (Long-Fu, 2001). The CA reflected the cultural orientation of language teaching, however, is not as clear as in the past methods; despite of the clearness of the cognitive psychologists in the late 1960s.

### **The Communicative Approach**

It refers to the real communication and interaction that is not only confined on level of learning, yet also the means through which it takes place. This approach became prominent as it proposed an alternative to the archaic systems- oriented approaches,

such as the Audio-lingual method. It aimed at developing the learner's competence to communicate in the target language (communicative competence). With an enhanced focus on real-life situations.

## **1.6. Communicative Language Teaching**

The approach of Communicative Language Teaching (CLT), or in other simple definition, the communicative approach, is an approach to language teaching that emphasizes interaction as both means and ultimate goal of study. This method claims to encourage learners to incorporate their personal experiences into their language learning environment, as well as to focus on the learning experience in addition to the learning of the target language. Furthermore, the aim from CLT is to work on developing verbal skills prior to reading and writing. CLT focuses on the teacher being a facilitator, instead being an instructor.

### **1.6.1. What is Communicative Competence**

Communication is the exchanging of feelings, Knowledge, ideas, opinions and information among people. We use language to communicate, so we do not just communicate facts to each other, but we also convey what we feel about those facts (Revell, 1979).

The notion of communicative competence (CC), is to be found after the dichotomy of Chomsky competence and performance. It was first introduced by Dell Hymes in 1972 in contradistinction to the restricted chomskyian concept of linguistic competence. We need linguistic competence, an adequate vocabulary and mastery of syntax to speak on another language (Nunan, 1999). In contrast, Hymes explained the term communicative competence as "that aspect of our competence that enables us to convey and interpret message and to negotiate meanings interpersonally within specific context" (Brown 2000:246).

Communicative competence combines both the use of the linguistic system itself and the functional aspects of communication. It is a dynamic, interpersonal construct, it is relative and depends on the cooperation of all the involved participants (Savignon, 1983).

In 1980, in an analysis and review of much research and literature regarding communicative competence, Canale and Swain further develop this notion, identifying four dimensions of communicative competence: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. To be communicatively competent, according to Hymes, is not only the learned capacity of knowing the rules, but also to know what to say to whom and how to say it in a specific context.

#### **1.6.1.1. Grammatical Competence**

Brown states that the grammatical competence “encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics and phonology” (2007: 2019; Canale and Swain, 1980: 29). In other words, grammatical competence supplies learners with grammatical knowledge that enable them to be knowledgeable and well informed about how words are combined into various sounds, and the specific stress of sentences.

#### **1.6.1.2. Discourse Competence**

Discourse competence is “the ability to connect sentences [...] and to form meaningful whole out of series utterances”. (Brown 2007: 220). In other terms, discourse competence relates to how learners are able to observe the rules of cohesion and coherence in order to engage in meaningful communication (Canale and Swain, 1980; Celce-Murica, 2007; Uso-Juan and Martinez-Flor, 2008).

#### **1.6.1.3. Sociolinguistic Competence**

Savignon stated that sociolinguistic competence has to do with “an understanding to the social context in which language is used” (1983: 37). According to Canale and Swain, sociolinguistic competence can be broken into two different categories: Illocutionary competence (dealing with sending and receiving intended meanings) and sociolinguistic competence (dealing with politeness, formality, register and their relation with a given culture). (Brown, 2007).

#### **1.6.1.4. Strategic Competence**

For Canale and Swain, strategic competence is: “how to cope in an authentic communicative situation and how to keep the communicative channel open”. (1980: 25; Hedge, 2000). It relates to the verbal and non verbal communication strategies capable of minimizing communication breakdown arising from low competence.

#### **1.6.2. Intercultural Communicative Competence**

The concept of culture is used to refer to the shared values, norms, customs traditions, and so on. It is specific to one group of people as it is transmitted from one generation to another. However, when a specific group across another different culturally group, culture will be reflected in their behaviors. Moreover, a range of related terms can be used as synonyms to intercultural competence in the field of cultural studies such as: cross-cultural adaptation, intercultural sensitivity, multicultural competence, trans-cultural competence, global competence, cross-cultural effectiveness, international competence, global literacy, global citizenship, cultural competence, and cross-cultural adjustment, as Sinicrope, Norris & Watanbe (2012) list. In this respect, Kim and Ruben (1992: 404) state that the use of “intercultural” is preferable because “the term is not bounded by any specific cultural attributes”. It is also interested to mention that many scholars prefer to use the term *ICC* in comparison to other labels including ‘intercultural effectiveness’ Bradford, Allen, & Beisser, 2000: 32).

Deardorff (2006: 247) defines intercultural competence as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes.” Accordingly, Chen and Starosta (1999: 28) define ICC as “the ability to effectively and appropriately execute communication behaviors that negotiate each other’s cultural identity or identities in a culturally diverse environment”. In other words, ICC refers to the ability to understand cultures, including your own, and use this understanding to communicate with people from other cultures successfully.

Additionally, ICC is a cluster of capabilities that will become even more essential, not only to negotiate borders of many dimensions as globalization proceeds, but also to enhance and improve the ability to maneuver one's way in a world that changes by the minutes. The process of developing ICC prepares the learner to manage and appreciate border crossing on many levels.

### **1.6.3. From Communicative Competence to Intercultural Communicative Competence:**

Since its introduction by Hymes in the mid 1960s, the term 'communicative competence' has enjoyed increasing popularity among teachers, researchers, and others interested in the field of foreign and second language pedagogy. This general interest in language for communication is viewed as a promising departure from the narrower focus on language as grammar. There was a shift in first language acquisition from developing mechanical process of learning towards developing a capacity to communicate.

Communicative language teaching as declared in Hymes' theory aims at developing the capacity of using the language effectively and fluently in the learners, and it was a reaction against the preceding approaches. This approach puts communicative competence as the goal of language teaching, and meaningful communication the focus of the classroom.

However, communicative competence has been viewed by some scholars such as Byram who found that this notion lacks many aspects. He declared that the latter theory is utopian, which means that native speakership is a linguistic myth, it portrays a monolithic perception of the native speaker's language and culture, by referring chiefly to mainstream ways of thinking and behaving.

It is also found that notion of communicative competence is unrealistic; it fails to reflect the lingua franca status of English. Moreover, it is viewed as constraining, i.e., it defines both teacher and learner autonomy by associating the concept of authenticity with the social setting of the native speaker.

Consequently, there was a shift from this approach to the so-called ‘Intercultural Communicative Competence’ developed by M. Byram (1997) as a reaction to the drawbacks of the previous approach.

### **1.7. Intercultural Communicative Dimensions in Language Teaching**

Intercultural communicative competence (ICC) has been endorsed by many important educational organizations around the world (ACTFL, 2006, Council of Europe, 2001, UNESCO, 2009) and, given that many people use English to communicate with others who come from different cultural backgrounds, it is essential that ICC be integrated in language teaching, including ELT.

Cultural awareness and intercultural competence (IC) of students in foreign language (FL) instruction have been widely examined (e.g. Byram, 1997; Belz, 2002). The importance of the FL teacher in aiding students’ IC development is less extensively researched, however. Author (2014), Kohler (2015), Sercu et al. (2005) and Sercu (2006) are a few exceptions.

Furthermore, The Council of Europe’s (2001) Common European Framework of Reference for Languages is one important document used worldwide that highly recommends the integration of cultural dimensions in language teaching. It defines that one main goal of interculturality is to “help language learners to interact with speakers of other languages on equal terms, and to be aware of their own identities and those of their interlocutors” (Byram, Gribkova, & Starkey, 2002: 7). In essence, when language learners develop intercultural awareness, they can convey information effectively and also develop a “human relationship with people of other languages and cultures” (Byram et al., 2002: 7). This implies that any speaker of English who wishes to communicate with people from different cultural backgrounds needs to develop intercultural awareness for effective communication.

Moreover, ICC has become an integral part of the FL classroom. In this respect, many scholars and educators revealed that language and culture are to be seen as one entity (Agar, 1994. Kramsch, 2000). Thus, instead of considering language and culture as two separate units, Kramsch (2000: 8) accentuates that culture is “the very core of language teaching” and should aid language proficiency.

Besides, studies by Chavez (2002, 2005) and Yang (2012), among others, on students' beliefs and perspective of language and culture in the FL classroom illustrate various results. Yang's (2012) study on 35 students found that the learners chose a FL for different reasons. Motivation, textbooks, technology, instruction, and assessment played a role for the students. The latter who are motivated due to being heritage learners tended to want to learn about the language, but also the culture to be able to carry out traditions.

### 1.6.1. ICC Dimensions

Concerning the dimensions of ICC, are a set of values of a person's social identities. In short someone with some levelm of intercultural competence is someone who is able to see relationships between different cultures-both the internal adopted one from the society that he belongs to or external culture to a society- and is able to deal and mediate with, that is interpret each in terms of the other, either for himself or for other people.

There are five dimensions in the composition of ICC. These are ; attitudes, knowledge , skills of interpreting and relating, skills of discovery and interaction, and critical cultural awarness .

**Attitudes:** openness and curiosity, readiness to suspend disbelief about other cultures and belief about one's own. in other words a willingness to relativize one's private values, beliefs and behaviors, not to assume that they are the only possible and naturally correct ones, and to be able to see how they might look from an outsider's perspective who has a different set of values, beliefs and behaviors. This can be called the ability to 'decentre'.

**Knowledge :** of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction So knowledge can be defined as having two major components: knowledge of social processes, and knowledge of illustrations of those processes and products; the latter includes knowledge about how other people are likely to perceive you, as well as some knowledge about other people.

**skills of interpreting and relating :** ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.

**Skills of discovery and interaction:** 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.

**Critical cultural awareness:** an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries."

### 1.5.2. ICC Models

The consensus of the well-known researchers regarding the definition of ICC is missing (Deardorff, 2006; Fantini, 2000; Rathje, 2007; Spitzberg & Changnon, 2009). There is the diversity of definitions about the basic concepts like communication, culture, competence, intercultural as well as the skills and abilities that are noticed as vital intercultural competence (Spitzberg & Changnon, 2009). There is no mutual consent regarding any particular description of ICC, there is only a diversity of models on different features and describe intercultural competence in another way (Rathje, 2007).

Spitzberg and Cupach (1984) state that intercultural competence like performance which requires to be effective in addition to appropriate. Appropriateness refers to the right and correct communication during the interaction inside a specific culture (Wiseman & Koester, 1993). On the other hand, effective communication or behaviour is the ability to achieve personal goals by manipulating and controlling one's environment (Wiseman, 2002). Steinberg (2007) enhances that it is not a normal thing to be a competent communicator, on the other hand like the extra ability, that could be learned. Competent communicators among the people, it is obligatory they must be interested, besides having aspiration to obtain this essential understanding plus expertise (Gudykunst, 2002).

The concept of ICC has been studied through various theoretical lenses. Some of the well-known models of ICC in the intercultural communication literature are the Anxiety/Uncertainty Reduction Model (Gudykunst, 1993, 1995, 2002; Stephan, Stephan, & Gudykunst, 1999); the Identity Negotiation Model (Ting-Toomey, 1993); and Spitzberg (1997) model of ICC. This is through no means a comprehensive slant. On the other hand, there are very few culture general model



which has been developed so far in a setting which is dominated by the west (Arasaratnam, 2006; Arasaratnam & Banerjee, 2007, 2011; Arasaratnam, Banerjee, & Dembek, 2010a, 2010b).

### **1.7. The Influence of ICC on Learning**

The influence of ICC on learning. ICC is one of the must to have skills to provide a harmonious community especially in the EFL setting. ICC can better teachers' and learners' knowledge, attitudes, behaviours and skills. Hence, their intercultural awareness is meaningfully increased to avoid communication breakdown, cultural shock and conflicts.

Despite of the constraints that teachers have within the process of teaching, namely the limitation in effective methods and intercultural knowledge limitations TRAN & SEEPHO, 2015. With a better comprehension of ICC and its beneficial applications. They will find compatible ways to integrate it in their practical teaching.

As a result, once teachers' attitudes and behaviours are positively increased, and they become more knowledgeable and qualified regarding ICC, they will be more willingly to incorporate cultural practices in their teaching.

In regard to learners, acquiring ICC. In addition to knowledge of linguistics, they will be acquiring knowledge in a range of intercultural features regarding history , literature, Arts, Products, Practices, Perspectives and so forth. Moreover, as ICC promoted greater intercultural awareness and skills so that, they are enable to critically compare beliefs, attitudes and behaviors that occur in their own culture and in other cultures.

As a result, they can convey data effectively and appropriately in the various cultural backgrounds. Briefly speaking, ICC plays an important role in ameliorating both teachers' and learners' attitudes, knowledge, skills and awareness so that they can encounter with cultural difference, similarity and conflict, and gain the effective and suitable intercultural communication.

## **1.8. Conclusion**

To conclude, all what have been presented in the literature review above can be summarized as follows. Language and culture are two different concepts that are closely related to each other. Several definitions of different researchers have been reviewed. The relationship between language and culture has been investigated from a number of researchers points of view, and their interconnectedness outcomes in the collaboration of teaching culture as a fifth skill.

Both of the history and goals of culture teaching in ELT classrooms have been mentioned. Then, cultural awareness and its development which are the major concerns of the present study have been included as well as teachers' role and some key considerations in developing cultural awareness. Besides The literature review discussed the importance of intercultural competence as being increasingly recognized by educators and students alike. Both in the professional and educational domain, ways are being sought to assess whether or not learners have actually acquired intercultural competence .

This chapter sheds light on the issue of the study from a theoretical point of view. However, the next chapter takes a practical path to investigate the Impact of Intercultural communicative competence on the development of learners' cultural awareness.

# CHAPTER TWO

## **Chapter Two:**

### **Research Design and Methodology**

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## **2.1. Introduction**

The second part of this extended essay is concerned primarily with the practical phase. The present chapter aims at collecting data about the impact of intercultural communicative competence on EFL learners. To achieve this, the researcher has tried to investigate how Master two students at the University of Tlemcen are being affected by the dimension of ICC among the process of acquiring foreign language, English in particular. The researcher has also investigated how teachers are responsible of developing their learners' awareness about the importance of ICC.

Therefore, this chapter starts with presenting the research design and methodology. It also describes the participants, and the instruments used in this study; namely a questionnaire with students and an interview with teachers. In addition, the present chapter provides a clear idea about the procedures used to analyse the collected data, which can be described as a combination between quantitative and qualitative approaches.

## **2.2. Research Design**

In order to conduct a considerable study and achieve an effective piece of research, one of the most challenges a researcher faces is choosing the appropriate research methodology that best fit the research objectives. In this respect, Nunan (1992) produces a list of research methods in Applied Linguistics; including formal experiments, introspective methods, interaction and transcript analysis, ethnography, and case studies. These research methods usually delve into various dimensions in terms of aims and perspectives, as well as their foci and marshaling characteristics. The following part is a discussion of the research method used in this study.

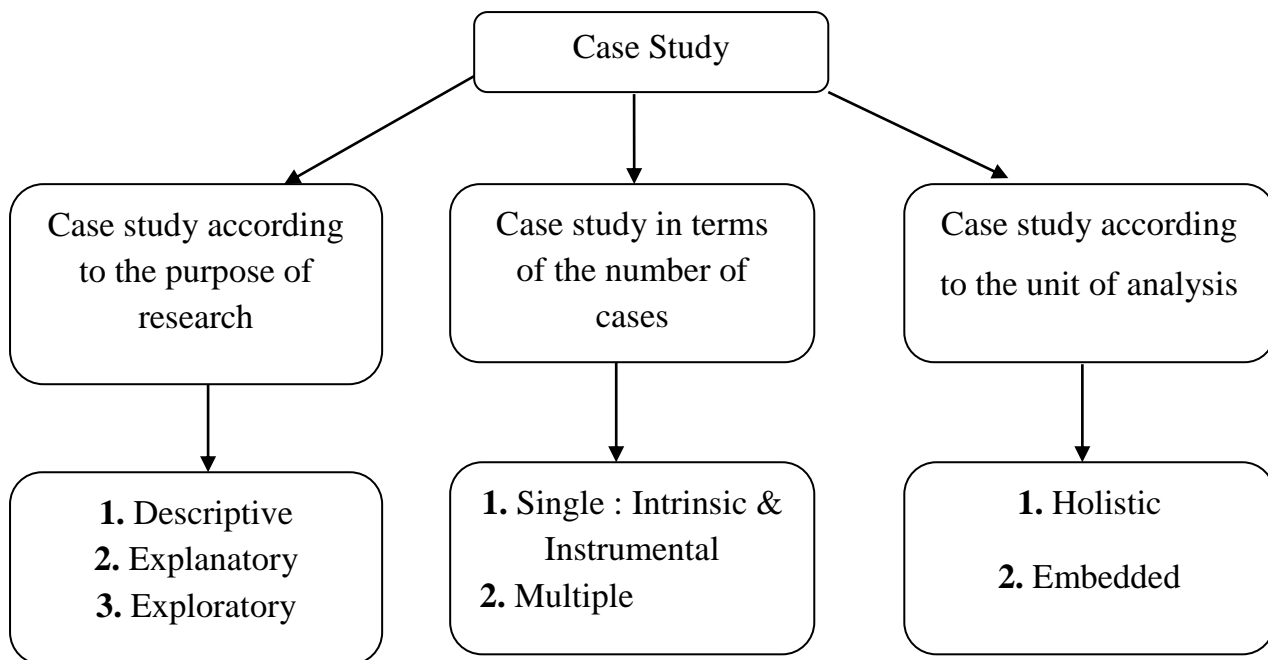
This paper is a case study dealing with Master two students at Tlemcen University. The reason behind choosing such type of research is that it focuses on understanding the phenomenon under investigation within its natural settings and objectives. In the same line of thought, Yin (1993: 11) defines the case study as: "it refers to an event, an entity, an individual, or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real life context using

multiple sources of evidence”. Besides, according to Jordan (1997), case study is a way of obtaining in-depth information and insights. Accordingly, there are three types of case study: case study according to the purpose of research, case study in terms of the number of cases, and case study according to the unit of analysis.

The case study according to the purpose of research includes three subcategories: descriptive, explanatory, and exploratory. First, the descriptive case study aims at describing the object or phenomenon under investigation, it puts more emphasis on the specific characteristics of a certain issue, and it tries to answer the question “What?” Second, the explanatory case study studies the reasons behind a certain problem and explains why it happens; it answers the questions “What and why?” Third, the exploratory case study focuses on the study of a given problem, to understand the issue and bring ideas about the way of improving the existing situation. It answers the questions “What, why, and how?” This type of case study constitutes a prelude for other research works.

The case study in terms of the number of cases comprises two main types: single and multiple. The first one focuses only on one case, and it involves two kinds: intrinsic and instrumental. The former gives much more realm to the internal component of the study itself, without giving references to the notion of generalization, while the latter tries to discuss something general through the study of a specific case, its purpose is to generalize the research results. Whereas the multiple case study, also known as “the collective case study”, aims at studying and comparing several cases under one research work.

Moreover, the case study according to the unit of analysis is divided into two main types: holistic and embedded case studies. On one hand, holistic case study focuses on one unit of analysis, and a glanced view is basically provided about the nature of the studied object that directs the case to function as a single unit of analysis. On the other hand, the embedded case study implicates the use of multiple units which are analysed individually in a separate way to come up with unified results about the main case. The following diagram summarizes the various types of case study.



**Figure2.1. Types of Case Study**

Thus, the present work is a descriptive exploratory case study. Its major concern is to investigate both teachers’ and students’ use and awareness of the notion of ICC. In addition to the extent to which ICC can affect the students’ learning of a language. Moreover, it collects data from different sources relying on a set of research instruments: a questionnaire for learners and an interview for teachers, in order to gather the data needed to provide the glue that holds the research project together and furnish a good understanding and valuable information to this topic.

### **2.2.1. The Sample Profile**

It is crucial that in any empirical study, there must be a selected population sampling on which to build the experiment. In this vein, Dörnyei (2007: 96) differentiates between sample and population stating that: “the sample is the group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about”. Accordingly, this research work is built upon thirty students who responded to the questionnaire; they were assured that the data collected would only be used for the purpose of the study. In addition to five teachers who responded to a structured interview.

### **2.2.1.1. The Learners' Profile**

This extended essay is concerned with the second year Master students at Tlemcen University. They are thirty students randomly chosen to answer the questionnaire. They are aged between 24 and 35 years old, all of them are License holders from LS stream, there are more girls than boys, and they can be described as highly motivated towards learning English. The majority of them have learnt English since the first year in the middle school.

### **2.2.1.2. The Teachers' Profile**

The informants are five teachers from the Department of English at the University of Tlemcen. All of them are full time teachers, holding their "Doctorate" degree. Their experience in teaching varies from seven to ten year.

## **2.2.2. Data Collection Instruments**

In the current investigation the researcher used two main research instruments, namely a questionnaire for students and an interview with teachers.

### **2.2.2.1. Questionnaire**

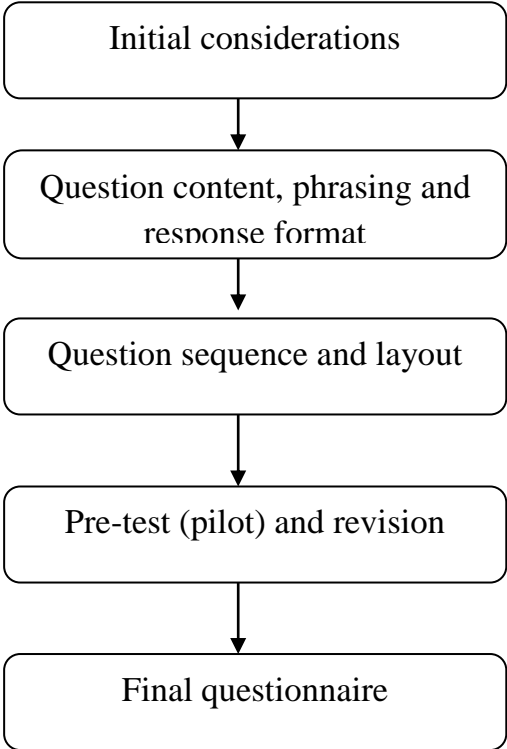
A questionnaire is a research instrument, or simply a tool for collecting information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or details, it should also have a definite purpose that is related to the objectives of the research. Questionnaires have advantages over some other types of research instruments in that they provide a relatively cheap, quick and efficient way of obtaining large amount of information from a large group of people.

Usually, a questionnaire uses both open and closed questions to collect data. This is beneficial as it means that both quantitative and qualitative data can be obtained. However, an important distinction is to be made between close-ended and open-ended questions. The former asks the respondents to pick an answer from a given number of options, whereas the latter asks the respondents to formulate their own answers and



express freely their opinions about the issue. These two types of questions have many advantages; however, one of the limitations of close-ended questions is that they lack details since the responses are fixed.

Furthermore, in order to gather useful and relevant information, it is essential that careful consideration should be given to the design of the questionnaire. A well-designed questionnaire needs to be planned and developed in a number of stages, as shown in the following figure.



**Figure 2.2. Questionnaire Design Adapted From (Bensafa, 2015:88)**

Additionally, another very important step in the design of a questionnaire is to make a pilot study. According to Baker (1994: 182-3): “A pilot study can also be the pre-testing or “trying out” of a particular research instrument”. This study is done with a small sample of respondents before use, it helps to check people’s understanding and ability to answer the questions, highlight areas of confusion and look for any routing errors, as well as to provide an estimate of the average time each questionnaire will take to complete. Thus, any amendments highlighted by the pilot should be made to the questionnaire before issuing a final version.

### **2.2.2.2. Students' Questionnaire**

Considering the questionnaire as an important tool of collecting data, it gives the researcher the benefit to gather a large amount of diverse data within a short period of time and with less energy. It contains different types of questions, including closed questions or to choose the appropriate answer from a number of choices, mixed questions that ask the informants to opt for one of the proposed possibilities then justify the answer, in addition to open questions which request the participants to express freely their points of view. Besides, a likert scale is used from which the respondents choose one option that best aligns with their views, and which is arranged from strongly agree, agree, disagree, strongly disagree.

Accordingly, the questionnaire was administered to thirty students; its purpose is to find out students' opinions on how intercultural communicative competence can effect their learning. It is divided into three sections: the first one opts for general information about the informants; it contains four questions asking for their sex, age, years of studying English and their level in the English language. The fifth item investigates the reasons that push the learners to study English at university. The next two questions are designed for asking the students whether it is important to learn the foreign culture when learning its language, and if they try to learn English culture outside the classroom, or stick to what they are taught in the classroom. Besides, question eight inquires about the module that the students have in their current studies that helps them getting aware of the foreign culture of the language they are learning, while question nine investigates the extent to which this module helps them developing their cultural awareness.

The following section contains three questions which are in the form of a likert scale and aim at checking the impact of ICC on EFL learners. Whereas the last two questions ask the learners about the changes that they have noticed in their behaviours when learning a foreign language, and if they could provide some solutions that lead to cultural intelligibility.

### **2.2.2.3. Interview**

The other instrument which was used in this research is the interview. It refers to face-to-face interaction between interviewee and interviewer; it involves asking questions and getting answers from participants in a study. Its purpose is to explore the views, experiences, beliefs, and motivations of individuals on specific matters. Interviews are different from questionnaires as they involve social interaction. In addition, when designing an interview schedule, it is imperative to ask questions that are likely to yield as much information about the study phenomenon as possible, and also be able to address the aims and objectives of the research. There are three different types of interviews: structured, semi-structured, and unstructured.

Structured interviews consist of a series of pre-determined questions that all interviewees answer in the same order. Data analysis in this type of interview usually tends to be more straightforward compared to other forms of interviews, because the researcher can compare and contrast different answers given to the same question. Also, structured interviews are fairly quick to conduct which means that many interviews can take place within a short period of time.

Unstructured interviews are usually the least reliable form of interviews from research viewpoint, because no questions are prepared prior to the interview, and the latter is conducted in an informal manner. Unstructured interviews can be associated with a high level of bias and comparison of answers given by different respondents tends to be difficult due to the differences in the formulation of questions.

Semi-structured interviews can be seen as containing components of both structured and unstructured interviews. In this type of interview, the interviewer prepares a list of questions to be answered by all interviewees; however, additional questions might be asked during the interview in order to clarify or further expand certain issues, these are considered as strength in this type of interview. Corbetta (2003: 270) presents the semi-structured interview as follows: “The order in which the various topics are dealt with and the wording of the questions are left to the interviewer’s direction”.

Furthermore, when conducting an interview, there are various ways of saving data; however, note taking and recording are the most prominent and useful tools.

#### **2.2.2.4. Teachers' Interview**

The interview is another tool for gathering data. The difference between the interview and the questionnaire is basically the oral form. There exist three main types of the interview, namely unstructured, semi-structured, and the structured interview. These were explained in the previous section. A structured interview is used in this research in order to obtain information about the teachers' experience and methodology in teaching ICC, their attitudes towards teaching ICC, and their views about the use of ICC in enhancing students' intercultural competence. Besides, the benefits of using such type of interview is that it enables the researcher to examine the level of understanding a respondent has about a specific topic, also all the respondents are asked the same questions in the same order which makes it easy to replicate the discussion.

### **2.3. Data Analysis Procedures**

Once the necessary data have been gathered, the next step is the analysis of the data collected, which is often regarded as a research procedure that refers to the organization and synthesis of those data in order to arrive at the results and draw conclusions of the research. In the present study, and in order to measure and analyze the collected data, the researchers rely on a combination of quantitative and qualitative dimensions; each method is to be described in this section.

#### **2.3.1. Quantitative Analysis**

Quantitative data analysis is a systematic approach to investigations during which numerical data is collected, this method is considered to have as its main purpose the quantification of data. Its aim is to explain phenomena by collecting numerical data which are analyzed using mathematically-based methods. Besides, this type of analysis allows generalizations of results to the entire population. Moreover, quantitative data can be gathered in a variety of ways and from a number of different

sources; including questionnaires, interviews, observation, etc. This type of analysis allows for a broader study involving a greater number of subjects, it also allows for greater objectivity and accuracy of results because generally quantitative methods are designed to provide summaries of data that support generalizations about the phenomenon under investigation.

### **2.3.2. Qualitative Analysis**

In contrast to quantitative approach, a qualitative dimension does not simply count things, but it is a way of recording people's attitudes, feelings and behaviours in greater depth. Cohen et al (2005: 461) believe that: "Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities". The main goal for the use of qualitative research is to explore and describe phenomena from the perspectives of the participants in the study. Furthermore, as Byram (2012) claims, the results obtained from this type of analysis are generally said to be of an explanatory nature. On the other hand, it is claimed that the main disadvantage of qualitative approach is that the findings cannot be generalized to the wider population with the same degree of certainty that quantitative analysis may have (Selinger & Shohamy, 1989).

Consequently, the researchers opt for a combination between the two approaches of analysis, since the two types are tidily related to each other in the process followed in any research. In the same line of thought, Hamzaoui (2006: 130) states that: "Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement". Also, Leininger (1992) explains this relationship by arguing that qualitative methods are often only accepted as an exploratory approach prior to validation by quantitative methods. Furthermore, as cited in Davies (2004: 488), Newman and Benz (1988) believe that: "a combination of qualitative and quantitative constructs...is often regarded as a matter of continuum rather than a clear-cut dichotomy". Therefore, if qualitative and quantitative methods are combined in a research, it can improve an evaluation by ensuring that the limitations of one type are balanced by the strengths of

another, and hence, when they are combined with one another, they can be extremely effective. Yet, the quantitative method is used in this study to analyze the students' questionnaire, while the qualitative method is applied in the analysis of the teachers' interview and some questions of the students' questionnaire.

#### **2.4. Conclusion**

The current chapter was an attempt to describe the empirical phase of this extended essay. The researchers started by providing an overview of the research design and methodology followed, as well as the participants and the research instruments. Moreover, this chapter disclosed an obvious view about the procedures used in order to analyze collected data.

Thus, the following chapter will deal with the analysis of what the researchers had collected from the sample population, using the research instruments, and the two types of data which had been already explained in the present chapter.

**CHAPTER**

**THREE**

## **Chapter Three:**

### **Data Analysis and Interpretation**

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### 3.1. Introduction

After collecting data from different sources through the use of a set of research instruments, namely a questionnaire for students and an interview with teachers. The present chapter is devoted to the procedures of data analysis, and the interpretation of the main results. At the end, this chapter puts forward some suggestions and recommendations for both students and teachers to help enhance students' awareness about the importance of ICC in the process of language learning

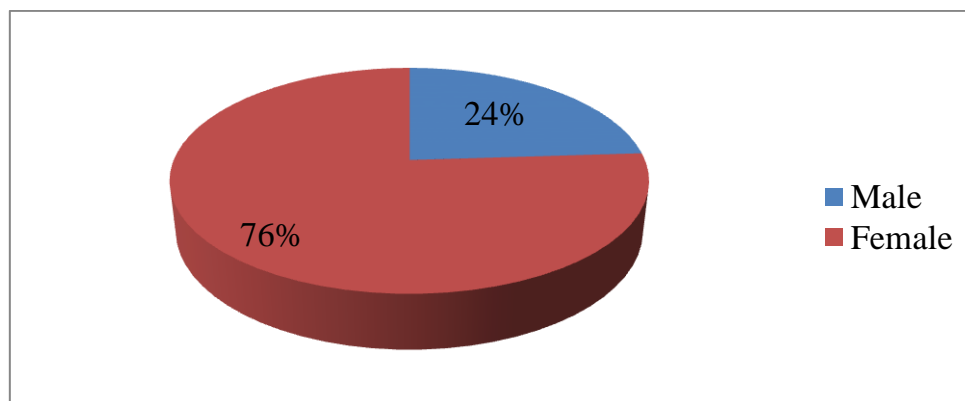
### 3.2. Data Analysis

This section is concerned with the analysis of data resulting from the teachers' interview and the students' questionnaire.

#### 3.2.1. Analysis of the Students' Questionnaire

This questionnaire aims at investigating students' views and awareness on the impact of ICC in enhancing their learning. It was addressed to thirty Master 02 EFL students at the University of Tlemcen. Each question will be analyzed and discussed separately.

#### Question 1: Are you a male or a female?

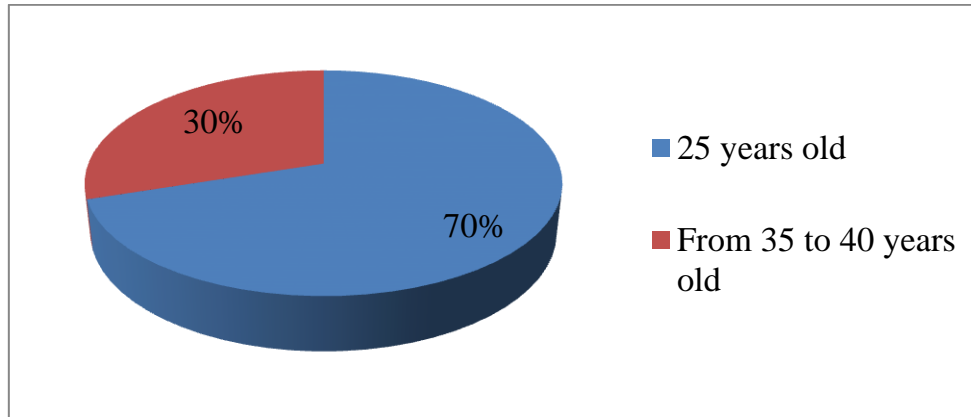


**Figure 3.1. Gender Distribution**

From the above figure, it is seen that the majority of the sample are girls; out of thirty participants, twenty three (76 %) in opposition of only seven boys (24 %). This

higher number of girls adds nothing to the work, but it can be noticed that females are expected to be more interested in studying a foreign language than boys.

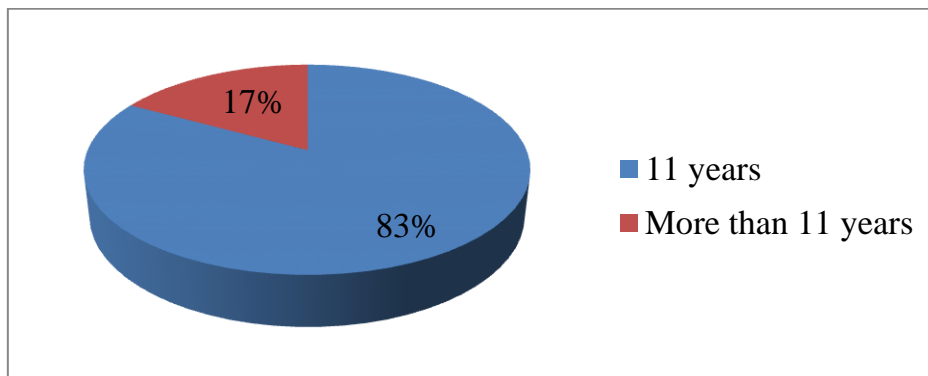
**Question 02: How old are you?**



**Figure 3.2. Age Distribution**

According to the results shown in the above figure, one may notice diversity in age. The majority of the sample (70 %) are twenty five years old. However, nine students (30 %) are ranged between thirty five and forty years old.

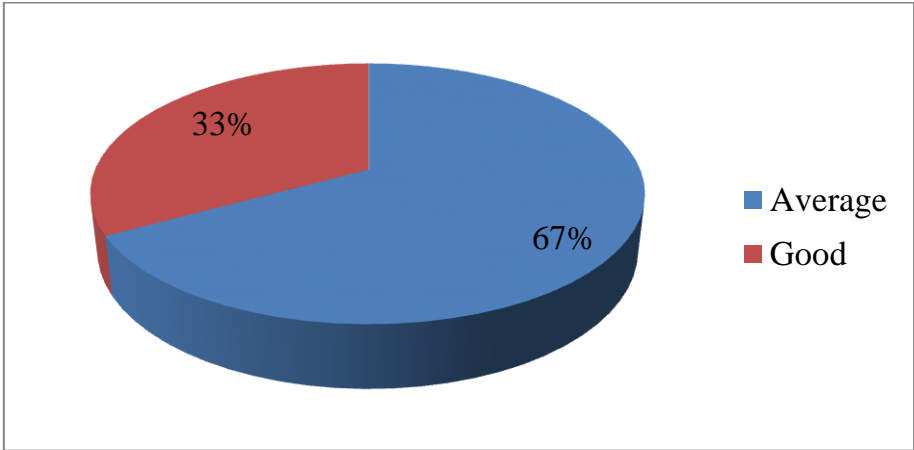
**Question 03: How many years have you been studying English?**



**Figure 3.3. Years of Studying English**

As it is shown above, the majority of students (twenty five), 83 % have been studying English for eleven years; those are regular students who have started learning English from their first year in the middle school and never failed. Other five students (17 %) have been studying English for more than eleven years; this can be explained by either a failure or a change in the field of study.

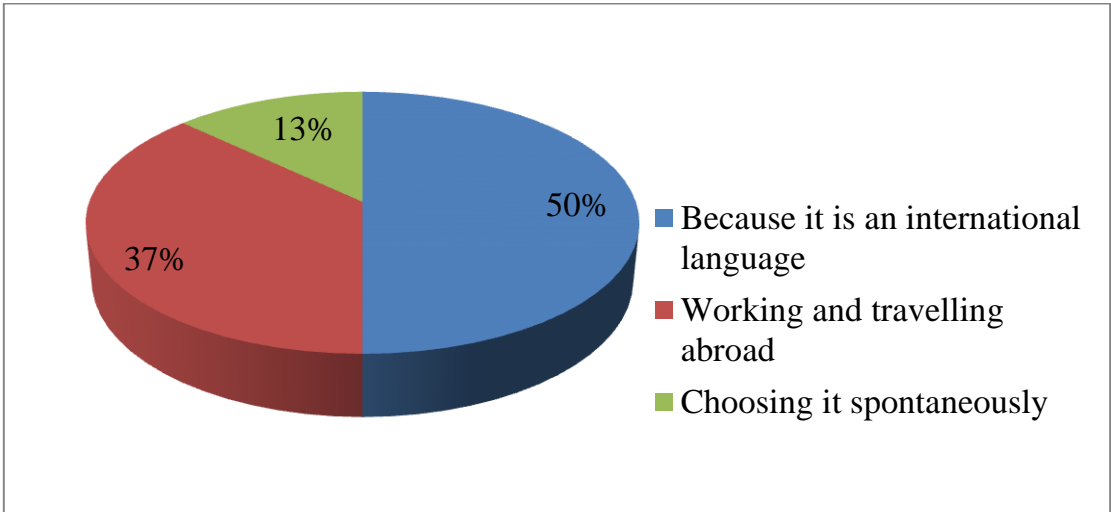
**Question 04: How do you evaluate your level in English?**



**Figure 3.4. Students' Level in English**

This question asks the learners to evaluate their level in English. The majority of informants (twenty), (67 %) state that their level is average because they still make mistakes in grammar and pronunciation, and they are mid-fluently in speaking, and it is not that easy to be fluent at once since it is not their mother tongue. Ten students (33%) admit that they are good since they start learning English from childhood, also the family environment plays an important role since some of them their parents are teachers, in addition to get in touch with foreign cultures via tourism, travelling and social media interaction.

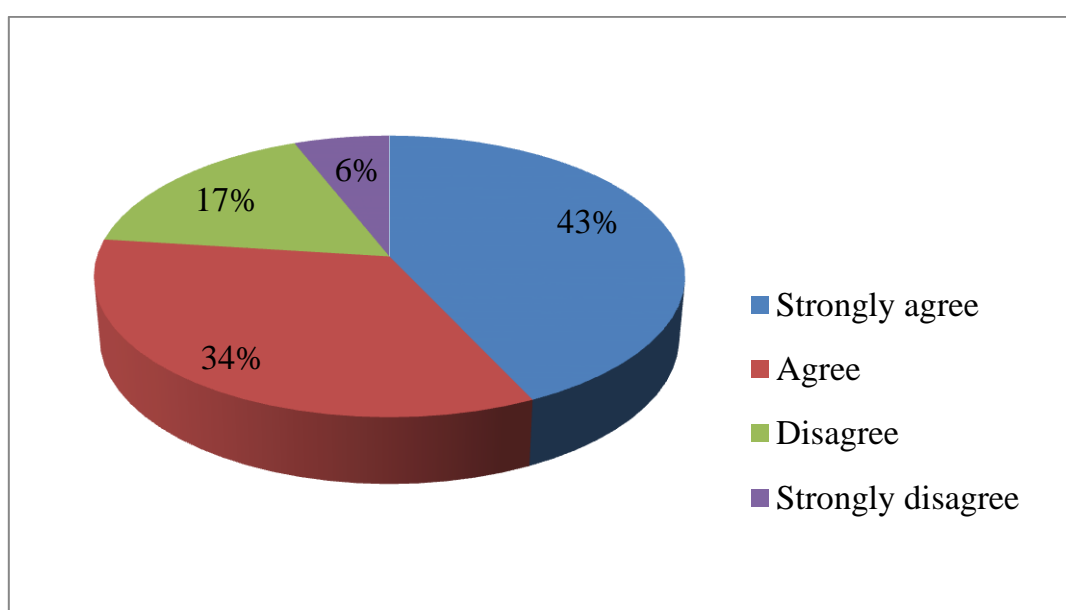
**Question 05: Why did you choose studying English at university?**



**Figure 3.5. Reasons behind choosing English at university**

From the above figure, it is observed that half of the sample (15) students (50 %) say that they chose English because it is an international language and a lingua franca that is used nowadays mainly for communication and working. However, eleven students (37 %) respond that their aim behind choosing English is to go for working and travelling abroad in the Gulf countries. Whereas only four students (13 %) admit honestly that they have chosen this subject matter in a spontaneous way.

**Question 06: When learning a foreign language, it is important to learn its culture.**

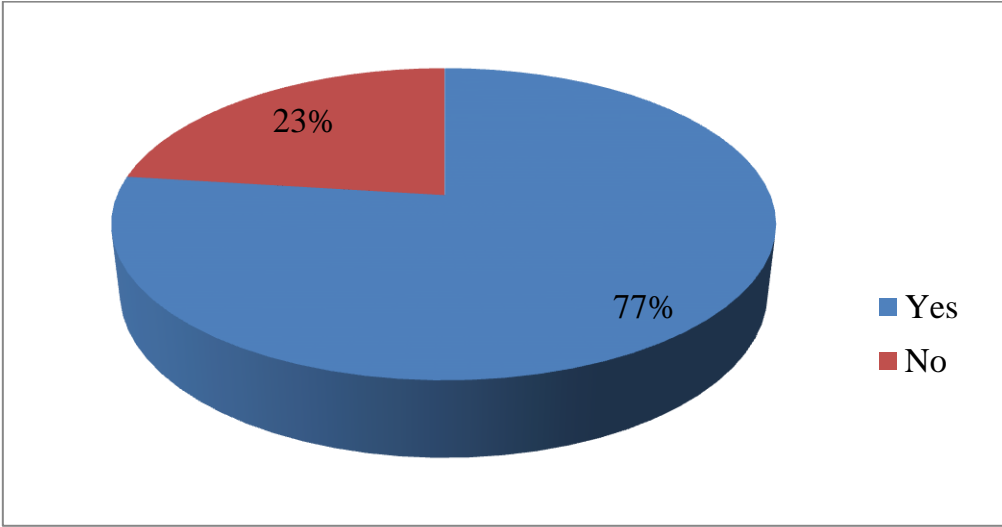


**Figure 3.6. The importance of learning culture when learning a foreign language**

This question is set to check the students' views about whether it is important or not to learn the culture of the acquired targeted language. Thirteen of the participants (43%) strongly agree, they claim that when studying a foreign language they are going to be directly in touch with its culture since the latter is the mirror of the former, while ten students (34%) agree, linking their choice to what they have learnt in a module. On the other hand, five students (17%) disagree claiming that it is not important to learn the culture of the foreign language since they are not going to travel abroad and they don't need it in their daily life. Besides, two (06%) of the respondents strongly disagree with the idea.

**Question 07: Do you try to learn English culture outside the classroom?**

**If yes, which one?**



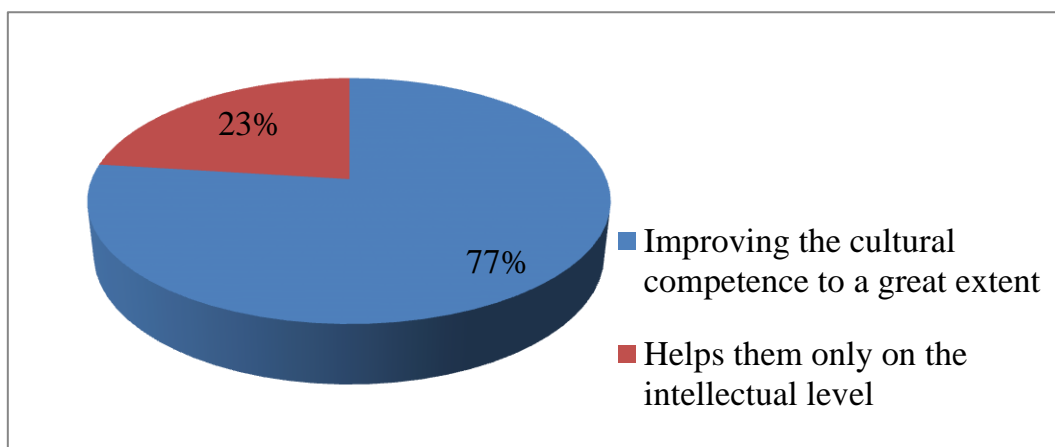
**Figure 3.7. Learning English Culture outside the Classroom**

It is noticed from the results above, that the majority of the population 23 (77%) agree that they try to learn English culture outside the classroom, they claim that they don't stick only to what they are learning in the classroom, instead they are trying to reinforce and improve their cultural competence and awareness outside the department as a kind of learning autonomy. And the selected acquired culture is the British one since they are dealing with the RP English in the process of learning. While only 7 students (23%) respond negatively.

**Question 08: Do you have a module within your studies that helps to get you aware about the culture of the foreign language you are learning?**

All the participants (100%) respond positively to this question which aims at determining which module they are learning that helps them being aware about the culture of the studied language, naming it ‘Intercultural Communicative Competence’, ‘ICC’ for short.

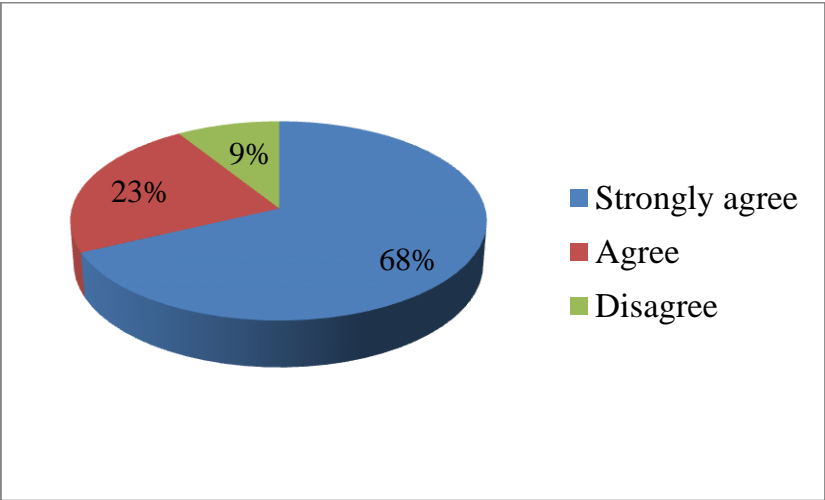
**Question 09: To what extent does this module help you to develop your cultural awareness?**



**Figure 3.9. The Role of ICC in Developing the Students' Cultural Awareness**

This item investigates the extent to which ICC helps in developing the EFL students' cultural awareness. Most of the sample 23 (77%) claim that the module of ICC helps them to a great extent in improving their cultural competence on the level of cross-cultural interaction to avoid culture clash, as well as aiding them to enhance their communicative skills in English since communication is important in learning any language. Nevertheless, 07 respondents (23%) say that it helps them only on the intellectual level since they don't have any practical interaction with other foreign cultures.

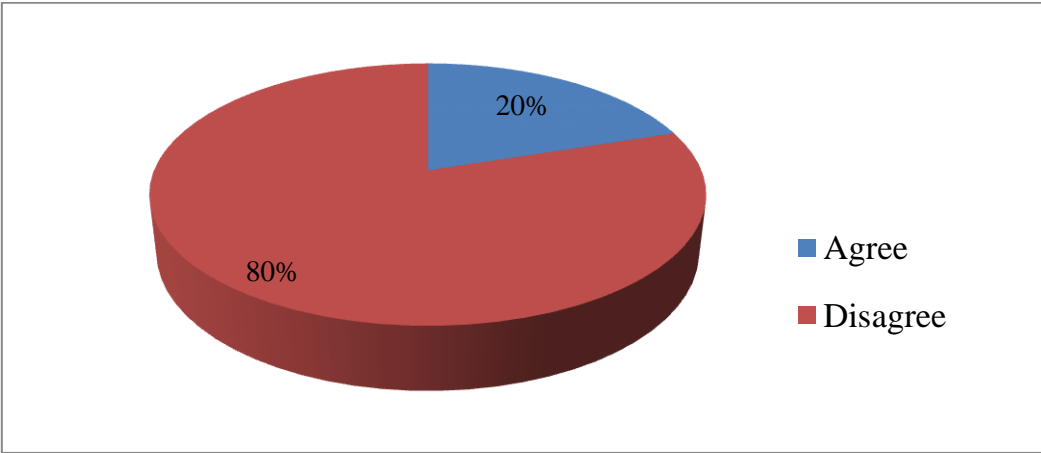
**Question 10: The notion of ICC affect EFL learners.**



**Figure 3.10. The Effect of ICC on EFL Learners**

The figure above shows that 68% of the participants strongly agree that they are being highly affected by ICC in their learning. Other seven students (23%) agree that it affects and helps them in a certain way especially on the level of distinguishing between the positive and negative aspects of the foreign culture and selecting the appropriate one that best suit them. However, three (09%) of the informants disagree due to the ambiguity and difficulty they are facing with this module.

**Question 11: When learning a foreign language, the learners’ attitudes are negatively impacted.**



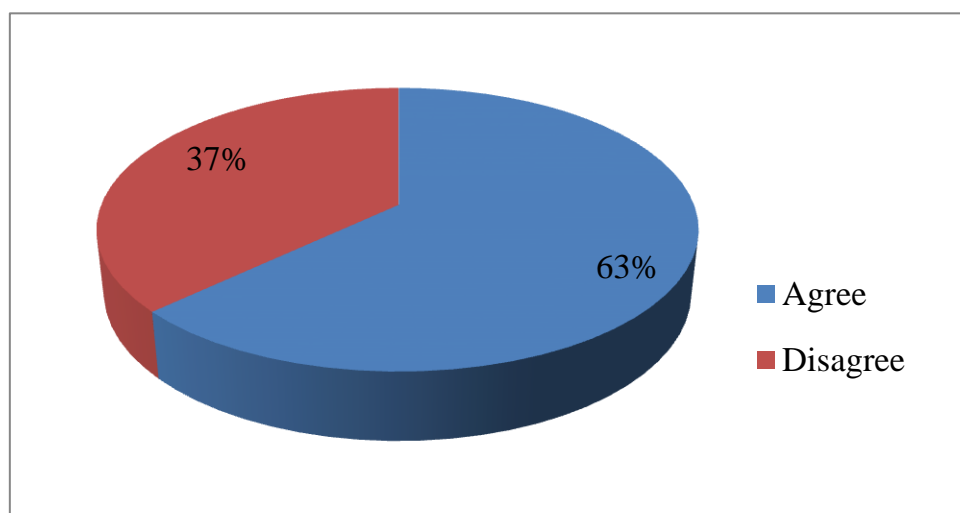
**Figure 3.11. The Negative Impact on Learners' Attitudes when Learning FL**

As it is shown in the figure above, six of the respondents (20%) agree that the culture of the targeted language affect their attitudes negatively, because negative features are being infiltrated through the wrong adaption of the ICC. Whereas, the remaining twenty four students (80%) disagree with that, clarifying that the use of the right strategy of ICC leads to a safe and logical adaption from that targeted culture.

**Question 12: When learning about a foreign culture, the latter is generated through its language.**

all the participants (100%) agree with the idea that a foreign language is generated through learning its culture, since the latter is considered as a vital part of any language, it is like the flesh and the blood of one entity. In addition, all those who have disagreed about the previous items, found themselves obliged to change their sights, because even they don't like the idea, they are asked to be aware about ICC as long as they are EFL learners.

**Question 13: Have you noticed any changes in your behaviours within the process of learning English? If yes, cite some.**



**Figure 3.13. The Impact of EFL on Learners' Behaviours**

It was found that more than half of the informants 19 (63%) admit that their behaviours have been impacted and changed when learning this foreign language and getting in touch with its culture. This is reflected, as they said, in their way of



dressing, thinking and behaving. However, 11 students (37%) assure that there were no negative changes that have been adopted while being exposed to the new culture.

**Question 14: What could you suggest as solutions to face this possible intellectual collapse and intercultural clash?**

The participants provide a variety of suggestions that can be used as solutions to this clash. First, the FL learners should be aware of cultural differences and potential challenges that they may face while adjusting to the norms of the new culture. Also, to reach a successful communication results, learners must be open minded and comprehensive towards any outputted interacted norms. In addition, using logic and intuition as a scale to single out only the right and the safe norms for mutual cultural communication.

### **3.2.2. Interpretation of the Questionnaire's Results**

From the analysis of students' questionnaire, it has been shown that our study relies on a sample population of Master 02 EFL students whose ages range from twenty five to forty years old, the majority of them are females, and they have been studying English for at least eleven years, in which more than half of them think that their level in English is average, as shown in the first fourth questions. Besides, half of the students (50 %) declare that their choice of English is due to the globalization needs since English is the lingua franca used in every part of the world, therefore, as 77 % of them claim, it is so important to learn a culture while acquiring its language; as questions five and six reveal.

Additionally, a high percentage of students (77 %) in question 07, state that they like to improve their communicative skills and develop their cultural awareness through learning the British culture outside the classroom walls, over 23 % of them who respond negatively. Moreover, all the participants say that they have a relatively module called 'ICC' within their current studies that helps them to better their cultural competence and awareness. This module helps them in improving their cultural competence on the level of cross-cultural interaction in order to avoid culture problems, and to enhance their communicative skills in English, as 77% of them claim.

Over 23% who say that it helps them only on the intellectual level. These have been shown in questions seven, eight and nine.

On the basis of this, and from students' answers to statements 10, 11, and 12 which investigate the impact of ICC on EFL learners. The majority of the students (91%) agree that they have been affected by the notion of ICC, while 09% of them deny the fact that the notion of ICC affect them. Furthermore, learning a new language affect negatively learners' attitudes, 20% of the agree with this, while 80% disagree with defending their opinion by the use of the right strategy which leads them to a secure and logical adoption of the targeted norms. Besides, all the informants agree on the fact that when learning about a foreign culture, this latter is generated through its language, supporting this by saying that culture and language are two faces of the same coin, and learning one of the must be accompanied with the other.

Moreover, students' behaviors have been changed within the process of learning the foreign language, which has been confirmed by 63% of the participants. This can be observed in their lifestyles; dressing, thinking, interacting with others. On the other hand, 37% disagree with this; saying that their behaviors haven't been impacted by the new culture.

Accordingly, the participants have suggested some solutions that can be used to solve this intercultural collapse, these are summarized in being conscious about the cultural differences, in addition to the open-minded way of thinking and comprehension. Also, using logic and intuition as a truth recognizing device that all humans around the world share as an integrated feature by God.

### **3.2.3. Analysis of the Teachers' Interview**

For the sake of eliciting some useful information from the teachers, the researcher conducted a structured interview. The teachers' answers were recorded and will be analyzed in the present section.

As stated in the previous sections, the first three questions of the interview ask some general information about the teachers. The first question asks whether they are

full time or part time teachers; all of them are full time teachers. The second question inquires about the degree that those teachers hold; the interviewees reply that they hold a Doctorate degree. Besides, the third question tries to find out how many years have those teachers been teaching at the university.

<b>Teacher 01</b>	<b>Teacher 02</b>	<b>Teacher 03</b>	<b>Teacher 04</b>	<b>Teacher 05</b>
08 years	08 years	11years	10 years	10 Years

**Table 3.1. Years of Experience**

As shown in the table above, all teachers involved in this study have reasonable years of experience, which range from eight to eleven years. This means that our respondents have different experience in doing so, and this is positive in the sense that they will have different view points and perspectives towards the subject under investigation.

**Question 04 : Have you ever got a broad experience with another teachers /students from the targeted culture of learned /taught language?**

<b>Answers</b>	<b>Number</b>	<b>Percentage (%)</b>
Practical experience acquired from abroad learning	03	60%
Virtual experience	02	40%
Total	05	100%

**Table 3.2. Teachers' Experiences with other Cultures**

As it is shown in the figure above, three of the participants (60%) say that they have got a practical experience acquired from their process of abroad learning, while the two remaining (40%) declare that they have a virtual experience received from the interaction via social media with other foreign teachers.

**Question 05: Did you teach before a module or subject that deal with the importance of culture in learning a language?**

<b>Options</b>	<b>Number</b>	<b>Percentage (%)</b>
Yes	04	80%
No	01	20%
Total	05	100%

**Table 3.3. Teachers' Experience in Teaching Cultural Module**

The figure above indicates that the majority of the teachers (80%) have taught a module that is related with cross cultural studies, whereas only one teacher (20%) says that he didn't have the opportunity to teach such a module.

Furthermore, the upcoming questions of the interview are about the teachers' methodology. The sixth question asks about the time devoted to ICC sessions and whether it is sufficient for learners or not. According to teachers' responses, two hours per week are advocated to teaching ICC module. However, as all teachers claim, it is not sufficient because learners need to promote their cultural awareness using both its theoretical and practical dimensions, that is to say, what they got as lectures inside the classroom must be put into practice outside at least through social media.

**Question 07: Before starting the course, do you give the students the right to talk about their cross cultural view?**

<b>Options</b>	<b>Number</b>	<b>Percentage (%)</b>
Yes	03	60%
No	02	40%
Total	05	100%

**Table 3.4. Questioning Students about their Cultural Views**

As shown in the table above, more than half of teachers (60%) usually ask their students about their cross cultural views before starting the ICC course, and they use this as a warming up or brainstorming activity to prepare for the main activity. While the other (40 %) of the informants respond that they sometimes do that because of time constraints.

**Question 08: How do you find the students’ reaction while giving your lecture?**

<b>Answers</b>	<b>Number</b>	<b>Percentage (%)</b>
Motivated	03	60%
Unmotivated	02	40%
Total	05	100%

**Table 3.5. Students’ Motivation when attending a Course**

Regarding teachers’ answers, 60 % of them state that their students are very motivated during the lecture and they react positively while delivering a cultural cross, in addition they show great enthusiasm towards learning about other cultures. On the other hand, 40 % say that the students are not really motivated in doing so, because of many reasons such as the lack of cultural awareness, the fear from changing their attitudes into negative ones, and because of some misunderstood religious concepts.

**Question 09: To what extent do you support integrating English culture in ELT classrooms?**

All the respondents agree to a high extent that teaching English culture must be integrated in ELT classrooms. Supporting that by saying that language and culture are inseparable and learning language is void without achieving an awareness of its culture. Moreover, they add that language is the carrier of culture, and without the latter the former is of nonsense.

**Question 10: How can we measure ICC in Algeria?**

According to the answers obtained, all the teachers declare that the so-called ‘Cultural Competence’ must be measured with respect to another culture. They think

that it would be hard to conclude that someone is equally competent in dealing with all cultures, known or unknown. Certainly, the more experience you have in interacting with people of different cultures, the more quickly you may embrace and understand a specific new culture. But how this happens, as they add, depends on how similar or different the new culture is to the one that you know.

**Question 11: Do you think that the topics of your lessons should be designed as close to your students' reality as possible?**

All teachers claim that the topics of their lessons should be made as close to their students' reality as possible. Yet, there is also the issue of developing intercultural competence. In addition, the teachers declare that when designing lessons, the learners' own culture must be taken into consideration, but at the same time, should make learners aware and open-minded about other cultures without getting disinterested in their own surrounding realities.

**Question 12: What role should teaching culture has in teaching a foreign language?**

From the results obtained, all the teachers agree that teaching culture is an important part in teaching a foreign language, since the two elements have an interchangeable and overlap relationship and cannot be separated from each other. Therefore, EFL students need to develop their tolerance and change their attitudes on broadmindedness, which is both teachers' and students' mission.

**Question 13: What level of cross-cultural awareness is needed for a student to develop EFL ability?**

The teachers' responses show that the development of learners' ICC start by supporting them to recognize their cultural identity in relation to other cultures. Moreover, teachers should make their learners learn about the cultures and why certain things happen in other cultures. Another teacher say that he should not try to make his learners think or become like people in the cultures presented. He should not give the idea that one's own culture is better than the target culture or vice versa.

**Question 14: Do you think that your learners are interculturally competent enough to avoid cultural clash and being impacted negatively?**

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05
Yes	Yes	Yes	Yes	Yes, but it depends on the student

**Table 3.6. Students' Intercultural Competence**

The aim of this question is to explore teachers' viewpoints about their students' awareness and competence of intercultural differences.

As it is shown, most of the teachers (80%) look to their students as being culturally aware of differences between their own and the target culture especially nowadays where everyone is exposed to the English culture through the media and social networks. The other teacher (20%) also believe that the learners are aware of these differences. The only point he added is that this awareness depends on the students.

**Question 15: Could you give me an idea about the materials and techniques used in teaching ICC?**

Concerning this question, it can be observed that the participants are nearly using the same materials and techniques that harness them during the process of teaching ICC, so that they manage to help their students developing their intercultural awareness. Their answers show that they use a variety of techniques including role plays, reading dialogues, culture assimilators, listening, etc.

**Question 16: What guidelines should be taken into consideration in order to develop your students' ICC?**

As an outcome from the teachers' claims, developing the intercultural communicative competence is a must in higher education. They say that the various activities given in their previous communication were developed after experience .It is important, therefore, that people from different cultures meet as regularly as possible

to exchange ideas .Also there should be regular opportunities for students to come across different cultures.

**Question 17: Do you discuss the danger of negative behaviors with your students?**

<b>Teacher 01</b>	<b>Teacher 02</b>	<b>Teacher 03</b>	<b>Teacher 04</b>	<b>Teacher 05</b>
Yes	Yes	Yes	Yes	Yes

**Table 3.7. Discussing the Danger of Negative Behaviors**

The first step in developing students’ ICC is to discuss the danger of the negative impact on behaviors. Therefore, this item seeks to discover how often teachers initiate conversations to adjust the learners’ misconceptions and intercultural clash about the target culture.

The results collected show that all teachers discuss the dangers of negative affection on their students’ behaviors, but with a different frequency. Two of them help their students constantly to go through this stage of ICC development by giving concrete examples, they mention a cultural event which most of the learners have a wrong idea about it, and then discuss this event in order to clarify the right and logical attitudes that can be adapted from that target culture in a safe way. This is so helpful because it initiates the learners to ICC. The remaining teachers discuss the danger as well, but only few times or when they see that it is really necessary to do so.

**Question 18: Do you have any suggestions that may help within studies concerning ICC?**

The informants provide a variety of suggestions including providing their learners with multiple opportunities for interaction, so that they can gain experience working independently, with a partner, and in groups. Also, using the suitable represented materials in various ways. Besides, modeling the expectations and being a role model for students to minimize misinterpretations and maintain high standards in the classroom.



### **3.2.4. Interpretation of the Interview's Results**

Concerning the second research instrument, the interview was used to look for the teachers' view points about the effects of ICC on developing EFL students cultural awareness. All the interviewees were full time teachers who have considerable years in teaching culture; which shows that they have enough experience in this domain and they can be helpful for this study. Besides, in question 04, most teachers claim that they have got a concrete experience abroad, and the rest say that they got it only in a virtual way through social media interaction. Regarding question 05, the majority of the informants state that they have taught a module that deals with the importance of culture in learning a foreign language, whereas the remain teacher declare that he did not teach such a module, yet he had a previous experience. When looking at question 06 and 07, which inquires about the time advocated to teaching ICC and whether the teachers give their students the chance to express their cultural views before starting the lecture. The teachers' responses reveal that the time advocated to teaching such a module is not enough because it does not cover all the necessities of the students, therefore it must be magnified. Besides, more than the half of the participants declare that they give provide their students with the opportunity to express their cultural opinions at the beginning of each session. Whereas, the remain teachers state that they enter directly delivering the lectures without any mutual discussions, linking this to time constraints.

### **3.3. Discussion of the Main Results**

This study aims at investigating how teachers and students view the process of ICC, as well as to what extent they think it can develop the learners' intercultural awareness. Therefore, the investigator employed two research instruments, specifically an interview with teachers and a questionnaire for students, in an attempt to achieve fruitful research.

First, this research tried to explore the status of ICC in ELT. The obtained results from both the questionnaire and the interview show that the integration of culture is an ideal way to make English teaching process more interesting, and also to raise the

learners' capacities to communicate effectively with native speakers regardless of the existing cultural barriers. As an outcome, the first hypothesis was confirmed.

Additionally, the questionnaire results indicate that the learners are not that familiar with the importance of ICC, hence they also have an ambiguity about the differences between cultures and a lack of awareness towards this target culture. This is exactly what teachers claimed in their answers when they pointed that ICC is a necessity and that their learners are not that culturally aware especially if they will find themselves facing a real setting. Therefore, the second hypothesis was confirmed.

Furthermore, based on the results of both research instruments used in this study, the teacher must play a crucial role within classroom to promote the awareness of his learners throughout a set of strategies that can be seen as a solutions and a cultural shield against the intellectual collapse that can be caused by cultural clashes. This confirms the third hypothesis.

### **3.4. Suggestions and Recommendations**

In order to enhance the students' intercultural awareness through intercultural communicative competence teaching, this section summarizes some suggestions and recommendations addressed to both teachers and learners.

#### **3.4.1. Guidelines for Teaching Culture:**

EFL students sometimes learn the language without full comprehension of cultural norms and behaviors of its native speakers which might lead to disconnection, alienation and even hatred. The process of culture teaching plays a vital role in ELT as it develops cultural awareness by providing the learners with the necessary knowledge in order to boost understanding of the dynamic nature of their own as well as the target culture, and also to facilitate communication between two groups who do not share the same language and culture (Kramsh, 1993).

### 3.4.2. Teachers' Role:

Culture lessons are more beneficial to learners as long as teachers Using the module of ICC in their process of teaching . A teacher's role is not only standing in front of a classroom and lecturing. Accordingly, teachers should perform several roles related with the competence of international communication including :

- Establishing a good relationship with learners.
- Raising the students' awareness and knowledge in the target culture (Kramsh, 1993, p 245)
- Creating an atmosphere of tolerance, respect and broadmindedness .
- Presenting cultural information, modeling cultural behaviors and conducting intercultural research and analysis (Moran, 2001, p.38).
- Sharing their cultural experiences.
- Integrating some cultural activities within the language classroom.
- Being aware and careful of what content to present to the learners taking into account their cultural identity and the international common scale that dominate all humans , that to say "Intuition".
- Encouraging reflection and comparison.
- Being impartial and objective. In other words, they should not give the idea that one's own culture is better than the other. Yet seeking for common overlapped points and rejecting negative ones that are out of humans' intuition bearing conscious

### 3.4.3 Ways to Foster Intercultural Awareness:

In order to enhance the students' ICC, teachers have to shed light on:

**Students' ethnic background:** Students may display some negative behaviors as they feel that their ethnic background in endangered.

**The relation between the learners' own and the target culture:** When dealing with such a complex issue, teachers should point out that human beings have more in common rather than what separates them, yet they must be really aware and careful

from the negative side of each targeted culture ,as well as the negative dimension in their own mother culture.

**Intercultural Communication's sensitivity:** Many English students often feel pressured to throw away their primary language and culture.

**Students' involvement:** ICC's highly awareness is a student-centered process.

Therefore, learners should be pushed to engage into all tasks and activities under guidance from teachers.

#### **3.4.4. Students' Responsibilities:**

The researcher also provides some recommendations for the Students. They have to :

- Understand that ICC helps improving their language learning.
- Understand that ICC opens their minds to new opportunities as future teachers.
- Be always aware and conscious about how to pick up and what to adapt and adopt from the targeted culture while interacting .
- Accept the foreign ways and behaviors that walks up with logic and intuition .
- Adapt only the positive things and neglect the negatives for a fruitful outcomes and a successful communication.

#### **3.4.5. Activities to Develop Intercultural Awareness:**

Using videos explaining the target culture living styles and customs. After watching this kind of videos, students are required to find some similarities and differences as well as positive attitudes for adaption and the negative behaviors for neglecting between the two cultures.

Culture assimilators can be used to expose the learners to some concepts and customs of the target culture. The use of this technique is supposed to promote understanding of cultural information and develop empathy (Hughes, 1986).

Role-play is an effective method which prospers the students' communication especially if learners are acting to clarify misconceptions about the target culture. On a side note, teachers may record role-plays for future references.

### **3.5. Conclusion**

The third part of this extended essay is devoted to the analysis and interpretation of the data collected from the research instruments used in this study. This chapter dealt with the research issue from both students and teachers perspectives. They both agree that ICC is an important element (module), that should be integrated in language classrooms. Both teachers and students recognize that the target culture has an essential role in the teaching and learning process as it helps the learners to achieve an effective communication with native speakers of English .Furthermore, teachers admitted that the target cultures may have negative points that may lead learners go astray from the main objective of the learning process ,hence they suggested some solutions to avoid this cultural clash ,as well as to help learners to develop their capability to recognize what should be take into consideration to be adapted and what should be neglected.

The nearer similarity between the results of both participants is a proof of the deep impact of ICC teaching on students' cultural awareness which helps the learners to understand that any person from whatever background have something similar but yet we differ a lot. Consequently, they should focus on those similarities basing on logic and intuition ,which is a shared integrated-endowed gift by God which can be described in this next acronym (TRD ;Truth Recognizing Device) and build a bridge based on mutual respect, trust and recognition of our differences.

Finally, it is obvious that teacher's role is extremely crucial since he is the responsible for creating an atmosphere that motivates students to learn as well as raising awareness to avoid negative differences from the target cultures and vice versa , in addition to propagate tolerance and empathy towards the target culture for a successful communication .

# **GENERAL CONCLUSION**

## General Conclusion

Developing the students' ability to communicate successfully and appropriately with native speaker of English, represents the major goal of teaching culture in the process of teaching English as a foreign language (TFEL). Culture teaching helps students to develop the skills needed for adequate communication , and raises their attention to all differences in order to make them flexible and tolerate ways of doing things that are different in their culture .Therefore, this research tried to investigate to what extent Intercultural Communicative competence teaching can improve the learners ' cultural awareness in EFL classrooms.

In this study, the research attempted to shed the light on the most important elements to explain the research problem . Thus , a case study research design (explanatory case study) and a combination of both quantitative and qualitative approaches for data collection and analysis, were used to achieve this purpose. Moreover, the following research questions were asked :

4. How does intercultural communication affect EFL learners during the process of learning ?
5. How do learners' attitudes are being impacted ?
6. What are the possible solutions that could be provided as a salvation from this intellectual clash ?

In order to answer the previous questions, three hypotheses were formulated and tested:

4. The integration of ICC teaching improves students' awareness of differences between cultures, and raises their understanding.
5. The negative impact of cross culture may lead to a collapse on the level of understanding, also distraction from the right ethics because of this cultural clash.
6. Teachers' ultimate role in ICC teaching is to both spread and explore tolerance and empathy, as well as to provide a well prepared and aware students to get

integrated and adapt the mostly common international cultural attitudes that are based on logic and intuition.

This work comprises three chapters. The first chapter is a theoretical part that dealt with the concept of culture and how it develops cultural awareness, as well as it shed the light on ICC and its impact among EFL learners. The second chapter presented a description of the research design and methodology used by the researcher. The final chapter included the analysis of the obtained data and the interpretation of the results.

The results revealed the major role of ICC teaching and its deep impact on students' cultural awareness and that both students and teachers are the bearers of culture within EFL classrooms. Consequently, they need to work together in order to create a cultural environment where aspects of both cultures are gathered, an environment of empathy, tolerance and mutual respect.

However, some limitations have been encountered while trying to accomplish this work. Shortage of time was the first challenge that the researcher faced, because the topic under investigation is too vast and need more time to be analyzed. Secondly, the hard access to some documents and lack of references were other obstacles which hinder the researcher. Thirdly, it was hard to organize interviews with teachers in this module because it was eradicated in the first semester, and finally, students were not really helpful when answering the questionnaires as they did not fully respond to some questions.

In a nutshell, this research provides valuable insights to the target culture teaching and how it develops students' intercultural communicative competence and their cultural awareness, but the topic is vast and requires keeping the door open for further research. So, hopefully this piece of research will pave the way for future investigations.



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# APPENDICES

## Appendix “A”

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### Students’ Questionnaire

Dear student,

I am Master 2 LMD students at the Department of English. I am conducting a research paper submitted for the fulfillment of the requirements of the Master degree in Language Studies. My research aims at investigating EFL students’ awareness about the impact of intercultural communicative competence (ICC) on their learning at Tlemcen University. You are, therefore, kindly requested to answer the following questions by putting a cross (x) in the appropriate box, or comment, in any language, whenever necessary. Your help is much appreciated.

#### I. Personal Information:

1 – Are you?

a- Male                       b- Female

2- How old are you?

.....

3- How many years have you been studying English?

.....

4- How do you evaluate your level in English?

a- Weak   
b- Average   
c- Good

5- Why did you choose studying English at university?

.....

6- When learning a foreign language, it is important to learn its culture.

a- Strongly agree   
b- Agree   
c- Disagree   
d- Strongly disagree

And why?.....

.....



**Appendix “A”**

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7- Do you try to learn English culture outside the classroom? Yes  No

If yes, which one?  
 .....

8- Do you have a module within your studies that helps to get you aware about the culture of the foreign language you are learning? Yes  No

If yes, which one.....

8- To what extent does this module help you to develop your cultural awareness?  
 .....

	Strongly agree	Agree	Disagree	Strongly disagree
9- The notion of ICC affect EFL learners.				
10- When learning a foreign language, the learners’ attitudes are negatively impacted.				
11- When learning about a foreign culture, the latter is generated through its language.				

12- Have you noticed any changes in your behaviours within the process of learning English?

a- Yes  b- No

If yes, cite some .....

13- What could you suggest as solutions to face this possible intellectual collapse and intercultural clash?

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

*Thank you very much for your cooperation*

## Appendix “B”

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### Teachers’ Interview

Dear teachers,

I am, at present, working on a research paper about the impact of International cultural affection of the targeted acquired language on developing students’ Intercultural communicative competence and awareness for master 2 LMD students of English at Tlemcen University.

I would be very grateful if you answer the next up questions to help me in my research for a Master degree in Language studies.

#### **Personal Information about the Teacher:**

- 1- Are you a full time or a part time teacher?
- 2- What do you hold as a degree?
- 3- How many years have you been teaching at University?
- 4- Have you ever got a broad experience with another teachers /students from the targeted culture of learned /taught language?
- 5- Did you teach before a module or subject that deal with the importance of culture in learning a language?

#### **The teacher’s Methodology**

- 6- Concerning the ICC module, what is the advocated time to it? Do you think it is sufficient for learning?
- 7- Before starting the course, do you give the students the right to talk about their cross cultural view?
- 8- How do you find the students’ reaction while giving your lecture?
- 9- To what extent do you support integrating English culture in ELT classrooms?
- 10- How can we measure ICC in Algeria?
- 11- Do you think that the topics of your lessons should be designed as close to your students’ reality as possible?

- 12- What role should teaching culture has in teaching a foreign language?
- 13- What level of cross-cultural awareness is needed for a student to develop EFL ability?
- 14- Do you think that your learners are intercultural competent enough to avoid cultural clash and being impacted negatively?
- 15- Could you give me an idea about the materials and techniques used in teaching ICC?
- 16- What guidelines should be taken into consideration in order to develop the ICC in your students?
- 17- Do you have any suggestions that may help within studies concerning ICC?