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Title
**Investigating Teachers' Perceptions towards the Role of
Intercultural Communicative Competence in Teaching
English Language in EFL Classrooms**

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Dedication

With a deep affection I would like to dedicate this humble work to my family, my happiness and success.

To the one and the only one who enlighten my path

My dear mother

To the one who gave me strength and support

My amazing father

My brothers and my sister.

To all those who stands by me and believed in me

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Abstract

Learning and teaching English as a foreign language has become deeply rooted with the notion of culture and intercultural communicative competence. This current study serves as an investigation about the role of intercultural communicative competence on teaching English in EFL classrooms. It aims to discover teachers' perceptions towards culture as a skill, and ICC as a crucial element in teaching FL process; at Mohamed Kheider Biskra University. The research is a descriptive study, which has opted for the use of a questionnaire and was answered by twenty three (23) participants from the same university, the findings were analyzed quantitatively. The results have showed that the teachers were aware of the importance of culture as a concept and as a skill, as well as, the role of intercultural communicative competence in teaching English as a foreign language.

List of Acronyms and Abbreviations

ICC: Intercultural communicative competence

EFL: English as foreign language

ELT: English language teaching

TC: Target culture.

FL: Foreign language

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General Introduction

General Introduction

In the past decades, the world has gone through some radical changes because of the process of globalization that made English as an international language, lingua Franca and a global language. Therefore, people around the world started to learn English to use it as a mean of communication easily in different multicultural situations.

Recent studies agree that to communicate appropriately and effectively using English as a foreign language (EFL), implies knowing its culture and developing intercultural communicative competence. For this reason, the intercultural communicative competence has become one of the most vital skills for people in our century, also become important in EFL teaching and learning as it provides learners with the ability to understand cultures including one's own, and to use this understanding to communicate successfully.

1. Statement of the Problem

Despite the importance of intercultural communicative competence that has been widely recognized and the attempts of professionals to integrate the concept in the foreign language teaching, efforts remain insufficient.

We have observed that most teachers at Mohamed Kheider university of Biskra neglect the cultural aspects in their classrooms, as well as disregarding the intercultural aspects. Teachers put their focus on the linguistic competence, in which they mostly teach the grammatical aspects, phonetics, vocabulary...For instance, writing expression teachers rarely ask their students to write articles about cultural aspects because they focus more on teaching types of articles, coherence and cohesion, and mostly the vocabulary used by the learner.

Therefore, in this research, it is worthy to explore how much attention EFL teachers allocated to intercultural communicative competence in teaching English as a foreign language.

2. Aims of the Study

Although ICC has won wide interest, many teachers have lack awareness to this concept. This study aims mainly to investigate EFL teachers of Mohamed Kheider University perceptions towards the role of ICC in English language teaching.

This study also aims to:

- highlight the importance of culture as a skill in teaching language.

-Suggest some techniques and strategies that may help teachers to incorporate culture and ICC in classroom activities.

3. Significance of the study

The main role of the current research is to highlight the importance of ICC and its significant in teaching English language, and to introduce the intercultural aspects that make learning language process easier. Moreover the present study ensures that culture should be taught as skill in EFL classrooms, and teachers should provide activities which include cultural aspects to introduce learners to such aspects

4. Research Questions

The present study poses the following questions:

1. How do teachers conceptualize culture?
2. Do EFL teachers hold a positive attitude towards ICC?
3. How do teachers enhance student's intercultural communicative competence?

5. Research Methodology

To answer the research questions and to accomplish its aims, we have used the quantitative method. To collect data, we used the questionnaire as tool for the purpose.

6. Population

Since this study is about the role of ICC in teaching English language, and investigating teachers' opinions, we have selected the teachers of English at Mohamed Kheider University (62). Twenty-three (23) responded to the questionnaire.

Chapter One

Teaching the English language

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Introduction

English is seen these days as a language that provides you world access, which leads it to be a global language. Thus, the teaching of English has undergone significant changes. It has been practiced in language classes all throughout the world in varied forms for centuries, maybe more than any other subject.

This chapter aims to provide a review of what means to teach English as a foreign language, as well as providing descriptions of various approaches and methods, including their principles, used in the teaching process, it also attempts to identify the skills that should be focused on during teaching English.

1.1. Teaching English as a Foreign Language

English is regarded as an important international language that should be taught and learned. The necessity of teaching communicative techniques that lead to successful and suitable communication in a number of settings is emphasized in teaching English as a foreign language.

English is commonly spoken in schools, but does not play an important part in national or social life (Broughton, 2003). The goal of English teaching; hence, is to establish a position in which students may utilize language as a school instruction in academic contexts such as grammar, vocabulary or phonology.

TEFL is teaching English to people who do not speak it as a first language (Gates, 2013). As a result, teaching English as a foreign language is a process of instructing learners whose first language is not English about the English language through specific lectures and academic institutions.

1.1.1. Teaching English in The Algerian Context

The acquisition of foreign languages has become a requirement in a world that proves itself to be a global village and cannot be neglected or avoided. To become part of a world of political interest, trillion-dollar trading, internet and book transmission of knowledge, art and entertainment, ecological difficulties, health problems, sports competitions, research and study investments. Of course, at least one foreign language is required to enable integration into global concerns, and to develop bridges of appeaser and understanding.

Like any other country, Algeria is trying to keep up with the changes taking place in the world, and language is one of them. Algeria is now one of the francophone countries. However, in 1996 it decided to make English a foreign language check in schools (Mazrui, 2004). The education ministry announced the reforms in 2001 and the teaching situation in English changed numerously. Despite being a second foreign language, English got substantial emphasis throughout the education reform. English is introduced at the level of first year middle school; at the age of 11. It covers seven years; four years of middle school, and three years of secondary school. This is part of a complete process comprising of new curriculum and associated documentation and new textbooks.

Chibani (2003) states that English language was included in the Algerian education system for certain goals are; to communicate with different parts of the world, to have access to top modern sciences and technologies, to encourage learners' creativity in its universal dimension, to make learners autonomous and self-sufficient in exploring material having relation with their field of study, and to successfully sit for examinations (as cited in Bechar, 2013). The Ministry of Education set other aims of English teaching are the following: to help learners promote self learning and critical thinking, to promote learners'

intellectual capacities of analyzing, evaluating, and synthesizing, to encourage learners to accept other cultures, to initiate the spirit of tolerance and broad-mindedness.

1.2. Language Teaching Approaches and Methods

Language teaching was emerging as an important field of educational debate and innovation by the turn of the twentieth century. Despite the fact that language teaching has a long history, the roots of modern approaches to language teaching were developed throughout the early twentieth century, when researchers attempt to create principles and procedures for the design of teaching methods and materials. As a result, a series of recommendations for what were thought to be more effective and theoretically seems language teaching methods.

When teaching a language, it is important to consider a variety of approaches and methods. Each approach has a distinct set of goals and objectives. Even though several attempts were made to develop a flawless method of language learning, no one was the ideal. Partly because different learners learn differently, and because methods of instruction typically change when society itself changes. The following is a brief review of the history of language teaching methods ordered chronologically.

However, before starting the review, we need to clarify the differences between the terms “method”, “approach” and “technique”. Thus, a scheme was proposed by Anthony (1963) who states that an “Approach” is a set of correlative assumptions dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught. “Method” is an overall plan for the orderly presentation of language material, it is procedural; while, “Technique” is implementation that actually takes place in a classroom, it must be consistent with a method, and therefore in harmony with an approach as well (Anthony, 1963).

1.2.1. Pre-twentieth-century trends

Language teaching methodology varies between two types of approaches. First, to get learners to use, speak and understand a language. Second, to make learners analyze a language this means learning its grammatical rules. At this period, Greek and Latin were the classical languages, and were used as lingua franca. Higher learning was conducted through these languages all over Europe. Teachers used informal and more or less direct approaches to convey the form and the meaning of the language they were teaching. Perhaps the most used techniques of this period were the following: use imitation instead of rules to teach a language, the students repeat after the teacher, use a limited vocabulary, help the student practice reading and speaking, and teach language through pictures to make it meaningful.

1.2.1.1. The Grammar-Translation Approach

The GTM is considered the oldest method of teaching English or any other language. This method is also known as the classical method. It dominated European and foreign language teaching from the 1840s to 1940s.

The Grammar-translation method was used for teaching English in the beginning under the influence of classical languages such as Latin and Greek. The Grammar-Translation Method within English Language Teaching and as a method for teaching other modern languages emerged from the teaching of classical languages such as Latin (Hall, 2011). The following is a summary of the characteristics of the grammar-translation approach suggested by Kelly (1969):

- Instruction is given in the native language of the students.
- There is a little use of the target language for communication.

- The focus is on grammatical parsing, that is, the forms and inflections of words.
- There is early reading of difficult texts.
- A typical exercise is to translate sentences from the target language into the mother tongue or vice versa.
- The result of this approach is usually an inability on the part of the student to use the language for communication.
- The teacher does not have to be able to speak the target language fluently.

2.2.1.2. The Direct Method

By the end of nineteenth century, the direct method stressed its goal to use language more rather than analyze it. It is also known as the natural method because the target language is learned in the same way that the mother tongue is. This method was opposed to the Grammar-Translation method because the extensive use of the mother tongue affected the naturalness of the translation. It became very popular in France and Germany, and even today it has enthusiastic followers among language teachers in many countries.

Richards and Rodgers (1986) listed the following principles and procedures of this method:

- Classroom instruction is conducted exclusively in the target language.
- Only everyday vocabulary and sentences are taught.
- Oral communication skills are built up in a carefully graded progression organized around question and answer exchange between teachers and students in small, intensive classes.

- Grammar is taught inductively.
- New teaching points are introduced orally.
- Concrete vocabulary is taught through demonstration, objects, and pictures;

abstract vocabulary was taught by association of ideas.

- Both speech and listening comprehension are taught.
- Correct pronunciation and grammar are emphasized.

The direct method proved its significance and became quite successful in private language schools. It stressed the similarities between the nature of first language learning and classroom foreign language learning. The believers in the direct method claimed that a foreign language could be taught without translation or the use of the learner's native tongue.

1.2.2. Early and Mid-Twentieth Century

1.2.2.1. The Reading Approach

In the beginning of the twentieth century, the reading approach was approved by the Modern Language Association of America. This approach believed that foreign language learners should be able to read the target language, with emphasis on some of the works of literature and philosophy that had been produced in that language. Some historians of language teaching listed elements of reading approach as the following:

- Reading comprehension is taught as the only language skill emphasized.
- Vocabulary is controlled at first and then expanded.
- Translation is once more a respectable classroom procedure.
- The teacher does not need to have good oral proficiency in the target

language.

- The first language is used to present reading material, discuss it, and check understanding.

1.2.2.2. The Audio-Lingual Approach

The AL approach was introduced in the United States of America in the 1940s. It draws from the Reform Movement that played a role in the development of both the audio-lingual and the oral-situational approach in Britain, and the direct method but added features from structural linguistics and behavioral psychology. According to Bloomfield (1933), it begins with describing distinctive sound units, which form lexical and grammatical elements, which then form higher structures such as clauses and sentences. Learning, in behavioral psychology, is based on making learners to repeat behaviors until they learn habits (Skinner, 1957). It was also thought that the way to acquire the sentence patterns of the target language was through conditioning; helping learners to respond correctly to stimuli through shaping and reinforcement.

The principles of the method derived from the aims of learning a foreign language. Johnson (1983) states that the principles of AL as the following:

- Language is a system of an arbitrary vocal symbol used for oral communication.
- Writing and printing are graphic representations of the spoken language.
- Language can be broken down into three major parts: the sound system, the structure, and the vocabulary.
- The only authority for correctness is the actual use of native speakers.
- One can learn to speak and understand a language only by being exposed to the spoken language and by using the spoken language.

- Languages can be learned inductively far more easily than deductively.
- Grammar should never be taught as an end in itself, but only as a means to the end of learning the language.
- Use of the students' native language in classes should be avoided or kept to a minimum in second language teaching.
- The structures to which the students are exposed should always sound natural to native speakers.
- All structural materials should be presented and practiced in class before the students attempt to study them at home.

1.2.2.3. The Situationnel Approche

It is the same historical pressures that led to the development of the audio-lingual approach, gave rise to the situational approach in Britain. Howatt (2004) stated that it arose as a reaction to the reading approach, and its neglecting the use of listening and speaking skills. It drew from the reform movement and the direct approach but added features from linguistics and the emerging professional field of language pedagogy. This approach suggests presenting different structures in meaningful situations in which learners are to know the situation where different structures are used for transmitting or expressing ideas and thoughts.

According to Patel and Jain (2008), the situational approach is based on the theory established by behaviorists. It includes the following principles:

- Language learning is just a habit formation.
- The mistakes should always be avoided because they create bad habits among learners.

- The language skill can be learned more effectively if they are presented orally first and often in written form.

- The similarity is a better foundation for language learning than analysis.

- The meaning of the words can be learned only in a linguistic and cultural context.

1.2.3. More Recent Approaches and Methods to Language Teaching

1.2.3.1. The Cognitive Approach

It was a reaction to behaviorist features of audio-lingual approach, and influenced by cognitive psychology, and Chomsky's linguistics; people do not learn complex systems through habit formation but through the acquisition of rules that they can extend and apply to new problems. Its features are the following:

- Instruction is often individualized; learners are responsible for their own learning.

- Grammar must be taught deductively.

- Reading and writing are important as listening and speaking.

- Vocabulary learning is again stressed.

- The teacher is expected to have good general proficiency in the target language (Celce-Murcia, Brinton, & Snow, 2014).

1.2.3.2. The Affective-Humanistic Approach

This approach created as a reaction to both the audio-lingual and situational approaches. It highlights the social atmosphere in the classroom, and the development of positive interactions between the teacher and the learners and among the learners themselves. This approach argues that learning a language is a social and personal choice, and it has to take in consideration the methods and materials used. The following are some of the defining characteristics of the approach:

- Respect for each individual and for their feelings is emphasized.
- Communication that is personally meaningful to the learner is given priority.
- Instruction involves much work in pairs and small groups.
- The class atmosphere is viewed as more important than materials or methods.
- The teacher should be proficient in the target language and in the students' native language since translation may be used heavily in the initial stages to help students feel at ease (Celce-Murcia, Brinton, & Snow, 2014).

1.2.3.3. The Communicative Approach

The communicative approach is known as a learner-centered approach. It has been developed in the United Kingdom in the 1970s. It refers to " a set of beliefs which deals with a not only re-examination of what aspects of language to teach, but also to shift in emphasis in how to teach" (Harmer, 2001). Pollard (2008) states that the communicative approach is often associated with speaking activities; however, other skills could be practiced communicatively as well. In other words, the communicative approach focuses on the use of all language skills specifically the speaking skill that is an important part of practicing communicative activities.

The characteristics of the communicative approach according to Patel and Jain (2008) are the following:

- Its emphasis on communication of language because plays an important part in the development of the sociality of the human creature.
- The message or thoughts expressed in communication are always in form of function so this approach is very useful.

- If this approach is used in classroom activities then it will be very useful for the learner because in many classes language is taught to pass examination only, so this approach enables students to develop communicative ability which is a very important activity of life.

- Through the communicative approach, the learner learns the target language as he learns his mother tongue. It means that the atmosphere of the English language is created so that students could learn English directly.

- The communicative approach enables students to learn language naturally because the environment of target language learning is created.

- All the teaching materials are prepared according to the child's attitude and interest or individual differences so that the child could learn language easily and effectively.

- In the communicative approach everywhere, in schools, classrooms, on stages, and seminars, we can say that the learner is taught as a native person learn his language.

- The students should be provided real-life situations. The creativeness of role play, simulation, projects should be produced in students so that they could connect these all with a real-life situation.

- In the communicative approach, the emphasis on the active mode of learning is given. Thus it makes students in their activities including pair work and group work.

- The learners have to develop the skill of language. Speaking and listening aspects of language are too important for oral communication so oral expression is more emphasized. Oral communication is and written communication is distinctively taught in this approach.

- In this approach, visual aids are permitted. These aids help to provoke practical communication. They help to motivate and focus students' attention.
- Language naturally and according to accepted form and usage.
- The active use of lexical items helps learners to develop vocabulary. There should not be passive use of lexical items.

1.2.3.4. Designer Methods

In addition to the three approaches already described above, several other methods emerged in the 1970s and 1980s ; these were named as “ Designer Methods” which were specific terms of procedures and materials used by teachers. The following are some of those methods with a brief description:

1.2.3.4.1. The Silent Way

The silent way is the name of the method of language teaching devised by Caleb Cattegno. In this method, the role of the language teacher is less silent so that learners are encouraged to be more active in producing language.

Larsen-Freeman (2000) summarized the principles of the silent way as following:

- The teacher should start with something the students already know and build from that to the unknown. Languages share several features, sounds being the most basic. Language learners are intelligent and bring with them the experience of already learning a language and the teacher should give only what help is necessary.
- Language is not learned by repeating after a model. Students need to develop their own 'inner criteria for correctness; to trust and to be responsible for their production in the target language.
- Learning involves transferring what one knows to new contexts.

- Reading is worked on from the beginning but follows from what students have learned to say.

- Silence is a tool to help to foster autonomy or the exercise of initiative. It removes the teacher from the center of attention so he can listen to and work with students. The teacher speaks, but only when necessary. Otherwise, the teacher gets out of the way so that it is the students who receive the practice in using the language.

- Meaning is made clear by focusing on students' perceptions, not through translation.

1.2.3.4.2. Suggestopedia

Suggestopedia was created by Georgi Lozanov (1978), who claims that if the human brain was given the right conditions for learning, such as relaxation and handing over power to the instructor, it could process a large amount of information.

This method was introduced in the Soviet Union. It aims to deliver advanced conversational proficiency quickly. It bases its learning claims on students' mastery of prodigious lists of vocabulary pairs and suggests to the students that it is appropriate that they set such goals for themselves (Richards & Rodgers, 2001). Lozanov emphasizes that increased memory power is not an isolated skill but is a result of positive, comprehensive stimulation of personality (Lozanov, 1978).

1.2.3.4.3. The Total Physical Response (TPR)

The TPR method is developed by psychologist James Asher in the 1960s. This method is based on the premise that the human brain has a biological program for acquiring language and based on developmental psychology, the proponents of TPR claim that memory is increased if it is stimulated through association with motor activity and the process of learning a foreign language is a parallel process to learning the first language

(Brown, 1987). Widodo (2005) asserts that "the learners listen attentively and respond physically to commands by the teacher". Asher designed the method to provide language learning experiences that reduce the stress and anxiety adults experience in foreign language learning (Richards, 1984).

1.2.3.4.4. The Community Language Learning (CLL)

The CLL method was introduced and developed by Charles A. Curran. This method has been inspired by the application of psychological counseling techniques to learning; community language learning represents the use of counseling-learning theory to teach foreign languages.

The principles of CLL can be described in the processes by which language learners acquire a foreign language. The processes can be considered as stages in language learning. Those stages represent how language learners leave their dependency and come to their independence. The basic principle of the method is establishing interpersonal relationships between the teacher and learners to facilitate learning (Nagarag, 2009).

1.3. Teaching Language Skills

Listening, speaking, reading, and writing is the four skills that are commonly discussed in English language teaching. Edge (1993) states that in ELT, there are two broad perspectives on the four skills:

- The skills are used in learning parts of the language. for example, learning a new piece of grammar through listening to the teacher's examples.
- The language is used to help develop the skills. In this sense, it is possible to concentrate on the teaching in their own right of the skills necessary to.

The four skills are categorized into two groups are the receptive skills (reading and listening), and productive skills (writing and speaking).

1.3.3. Receptive Skills

1.3.3.4. Teaching Reading

Teaching reading entails providing information to learners through a written document that they must-read. Reading according to Beatrice (2008) is a conscious and unconscious mental process in which the reader uses techniques to reassemble the context that the author is supposed to have understood. This is accomplished by the reader relating details in the text to his or her previous knowledge and experience.

Harmer (1998) answered the question what are the principles behind teaching reading as following:

- Reading is not a passive skill. To do it successfully we need to understand what words mean.
- Students need to be engaged with what they are reading. Students who are not engaged with the reading text are less likely to benefit from it.
- Students should be encouraged to respond to the content of reading text, not just to the language. It is important to allow the students to express their feelings about the topic, and let them provoking personal engagement with it and the language.
- Prediction is a major factor in reading. The moment we get the hint from the book cover, the headline ...our mind starts to predict what we are going to read. The teacher also should give students hints so that they be able to predict what to read too.
- Match the task to the topic. Once the decision about what to read has been taken, the students are going to read and the right kind of questions are related to the text has been chosen.

- Good teachers exploit reading texts to the full. Good teacher integrates the reading text into interesting class sequences, using the topic for discussion and further tasks.

The instructor should assist students in improving their reading skills so that they learn for meaning rather than focusing on individual words or minor information and missing the overall message of the text. Students should be encouraged to read in various ways so that they can read for a variety of purposes.

Besides, the teacher must teach them the sub-skills that will aid in their comprehension and reading performance (Hadfield & Hadfield, 2008). Also, Ur (1996) states that it is important that students are encouraged to focus on understanding the meaning of the text use their worldwide knowledge and continue to sense the meaning of actual words. It also emphasized that reading aloud is beneficial during the early stages of learning letters because it allows seeing how students are learning the sounds of individual letters. However, it does not have much in the way of learning for more advanced readers. Silent reading enables students to understand the text at their rate, slowing as they come across more difficult passages and skimming or even skipping the simple passages (Ur, 1996).

1.3.3.5. Teaching Listening

Listening perhaps is the most challenging of the skills to master in a foreign language. Several findings and experiments on the significance and efficacy of using listening skills in teaching English as a foreign language have been conducted. It is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process (Sadiku, 2015).

Listening, according to Brown (2006) is a challenging activity because students' comprehension should be assessed and evaluated first to help them understand and maintain what they hear. Teaching listening is important for students because according to Rubin (1995) learners should have flexible memory that can easily get and understand what is spoken.

Due to the characteristics of listening skills, teachers should therefore ensure that students are well prepared to listen to them and can hear clearly what they hear. Harmer (1998) summarized several concerns in the following six principles :

- The tape recording is just as important as the tape. The teacher needs to ensure that the tape used does not have a bad speaker, and the recorded tape should be heard throughout the classroom.

- Preparation is vital. Because of its unique characteristics, teachers and students must be prepared to listen. Before introducing the tape into class, teachers must listen to it completely. They will be prepared for any issues that will arise in this manner. so they will see how the students were able to handle the tape and the tasks that came with it.

- Once will not be enough. There were almost no times when a teacher should play a tape once and the students will want to listen to it again to pay attention to what they missed the first time. The first listening aims to give students an understanding of what the listening materials are like so that subsequent listening is easier for them. Once students have listened to a tape two or three times, they will move on to the next step.

- Students should be encouraged to respond to the content of listening, not just the language. The most crucial element of listening practice is to point out what the meaning is and how it affects the students.

- Different listening stages demand different listening tasks. It means that the role for a first listening should be simple and general. In this way, the student's understanding and responses can be more efficient. Later listening, on the other hand, could be more focused on specifics.

- Good teachers exploit listening texts to the full. If students are asked to devote time and emotional resources to a listening mission, it makes sense to use the tape for as many purposes as possible. As a result, after an initial playback of the tape, the instructor will use it for a variety of studies before moving on to a new activity using the subject situation or tape script.

1.3.4. Productive Skills

1.3.4.4. Teaching Writing

Writing is a difficult skill for many learners, even in their mother tongue. However, with the rise of modern ways of rapid written communication, teaching writing has become even more important in recent years. According to Richards and Renandya (2002), writing is the most difficult skill for learners of a foreign language when they represent that “L₂ writers have to pay attention to higher-level skills of planning and organizing as well as lower-level skills of spelling, punctuation, word choice and so on” (as cited in Lakhrif, 2018).

Hyland (1996) states that the combination of lexical and syntactic forms makes writing. In other words, relevant words and phrases are constructed within the appropriate framework and style in writing. Teaching writing is not about teaching students how to deal with words or which grammatical form to use; it is about assisting them in correcting an already written sentence or text.

Ur (1996) confirms that writing differs from the other skills not only because it is visual over oral or active over receptive, but also because of how it is developed and communicated. Ur (1996) also listed several characteristics of writing as the following:

- It is permanent. When recorded, a document remains on paper or on the computer, able to be effortlessly reread or rewritten, either immediately or later. Speech, on the other hand, is inchangeable and uneditable.

- It is dense. It means that the substance of a written passage is expressed in a dense form with little to no redundancy. Writing takes longer and requires more effort than speaking; the writer simply does not want to waste time writing any more words than are required to express the meaning and the reader can always go back and reread if they believe it is appropriate.

- It is asynchronous, or time-independent. We normally read the text after it has been written for a while. There is a time delay between output and receipt, even with synchronous chat.

- The person being addressed is not physically present. In other words, a written text's target audience is rarely physically present.

- It is produced slowly. Speaking, reading, and listening is much smoother and faster than writing. This is one of the reasons why it is the least used of the four skills in everyday communication.

- It uses more standard form. Writing is more consistent and tends to established conventions (formal or informal).

The teacher should put into consideration to show the learners how to produce a particular text type by providing them with examples of the type of text and helping the learners to see how they are structured and what language is typical of that text. It can be

also focused on the stages a writer goes through produce a text, for example brainstorming ideas, writing a draft, and editing; it is called process writing.

1.3.4.5. Teaching Speaking

Several studies showed that of all the four skills, speaking skill seems to be intuitively the most important so most language learners are mainly interested in learning to communicate orally. The former is usually simpler and relies more on fluency than accuracy. In other words, during speaking learners do not give much attention to the grammatical rules and the structure of the sentence as they do in writing.

Nunan (1991) confirms that speaking is the most essential feature of learning a second or a foreign language, also that the progress depends on the ability to carry out a conversation in the language. Moreover, teaching the speaking skill provides learners with the opportunity to express the language orally and verbally in a syntactic and comprehensible manner.

Speaking covers all levels of language description, including phonology, morphology, syntax, pragmatics, and semantics. As a result, when teaching speaking skills, students should be trained to be aware of and attend to context, lexis, sound system, information, register, morphosyntax, and information structure (Taron as cited in Hinkel, 2005).

1.3.5. Teaching Culture as a Fifth Language Skill

Due to the changes that happen in the world, and becoming one small village because of globalization; teaching culture in institutions becomes a necessity. According to Robinson () the teaching of culture makes learners to integrate into actual practices and behavioral patterns of the targeted culture. Moreover, it helps them to develop sensitivity

about others' behaviors from the target culture, and drawing insights from Native culture would make new experiences in the target culture meaningful to learners. In other words, culture from EFL perspective can be described as a learnable dynamic collection of behavioral patterns, rules governing these behaviors and interpretive skills and attitudes that needs to encode and decode specific cultural meanings.

Culture is learnable thus it can be taught as a skill. Culture learning, according to Damen (1987), is a natural process in which human beings internalize the knowledge needed to function in a social group. It means that people learn about other cultures in the same way they have learned theirs. Damen put the focus on the importance of the cultural knowledge acquisition, while Piaget et al. (2003) highlights the specific domains that culture learning implies. Culture refers to acquiring knowledge and skills that are common to all cultures and can be transmitted cross-culturally (Piaget et al., 2003).

Inside EFL classrooms, culture was considered significant under the name of the 'fifth language skill' together with the traditional skills. Byram (2000) has called it "intercultural competence". Based on this notion, a culturally qualified means being able to recognize the relations between different cultures, both within and exterior to a society, i.e. interpreting each other, for themes or for others. With a cultural competence, simply collection of information about the target culture exceeds the capacity to view things with the eyes of both one's own culture and those of the target culture which might help to connect to each other.

Moreover, Byram (2000) states that culture skill implies thinking critically about both the native culture and the target one; It helps the learner to analytically understand of their own culture as well as others. Thus, it leads the learners to identify common grounds and accept the differences between the cultures. According to Tomalian (2008), culture

skill teaches learners techniques to help them to utilize English in order to comprehend, and respect the values, and the features of different cultures.

Conclusion

To summarize, language teaching is influenced by ideas on the nature of language and the learning conditions that make learners acquire the language. Differences in language theories may affect the selection of the teaching materials, and differences in learning objectives may affect teaching methods. Language teaching and learning is a complicated process which requires focusing on choosing the suitable methods and techniques to reach the wanted objectives in classrooms; this is mainly the teacher's role. Teaching language skills is also important to learn any language, and both teachers and learners should be aware of their role during the teaching and learning process.

Chapter Two

Culture and intercultural communicative competence

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Introduction

Recently in the field of teaching English as a foreign language, culture has become an important element in the process of the development of intercultural communicative competence. Therefore, the present chapter is divided into two sections. The first part attempts to provide a clear version of what culture means and its different elements with its characteristics. The second part is about exploring and defining the concept of intercultural communicative competence (ICC), its emergence, and its components.

2.1. Culture

2.1.1. Definitions of Culture:

Culture is a complex term that is difficult to describe since it covers all aspects of human life. According to Stern (1992), the definition of culture is extremely difficult to describe. The culture, as Kaplan and Manners (1972) point out, is admittedly an omnibus concept; many researchers believe that it is too broad to be used as an analytical tool. This is mostly because of two factors. To begin, Corbett (2003) defines culture as an interdisciplinary term that is studied in a variety of fields such as ethnography, cultural

studies, and anthropology. Second, rather than being static, culture is a continuous, complex, and unfinished human process.

According to Hinkle (1999), anthropology investigates; ways of peoples' life, social norms, attitudes, beliefs, and how they communicate within their social communities. Thus, cultural studies investigate how people express themselves, their values, emotions, and ways of life through cultural works such as books, sports, songs, traditions...etc. Ethnography focuses on language and how people behave in different ways and communities (Byram, 1989).

Culture is that set of distinctive spiritual, material, intellectual and emotional features of a society or a social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs (UNESCO, 2001).

Furthermore, Taylor (1971) also defined culture as a complex whole that includes knowledge, belief, art, law, morals, costume, and any other capabilities and habits acquired by men as a member of the society. It means that Tylore specifies that the term culture refers to the whole set of aspects of human society. in particular, culture is about the set of social behaviors that people learned from their societies. While, Geertz (1973) explains culture as " a historically transmitted pattern of meanings embodies in symbols, a system of inherited conception expressed in symbolic forms employing which men communicate and develop their knowledge about attitudes toward life". He focuses on culture and language. Culture refers to the body of information that is handed down from generation to generation; it is defined in a community as the entire set of social laws, norms, customs, rituals, and values that regulate how people behave in their communities.

Culture is viewed as a process and a product in the field of language teaching and learning. According to Chastain (1976), there are two types of culture: small C and big C. The former is concerned with everyday life phenomena, common cultural products, and human nature. The formal culture, which includes social, political, and economic structures, as well as historical figures and works of fine literature and art, is known as big C culture (Brooks, 1964). The latter is sometimes called "achievement culture" (Tomalin & Stempleski, 1993). This type of culture focuses on the aspects of a particular society such as history, music, literature, art, sports that are valued by the members of that society.

However, the term "small c culture" refers to patterns of behavior that members of a specific society regard as necessary and appropriate, such as aspects of daily life such as housing, clothing, food, and transportation (Sohn, 2006). Small c culture is also known as "behavior culture" (Chastain, 1976).

2.1.2. Elements of Culture

Since culture concerned with different aspects of life, its elements can be either seen or unseen. Using the example of an "iceberg" will help for a better understanding of certain components which is explained by Brett (2007); above the water line appears the behavior and institutions of any society, whereas values, norms, beliefs, and fundamental assumptions are below the waterline.

Hoft proposed the Iceberg Model of Culture for the first time in 1955, and it is a useful tool for representing layers of cultures. This model proposes that only ten percent of an iceberg's surface is visible, implying that only ten percent of a target group's cultural characteristics are readily visible (Galletta & Zhang, 2006).

2.1.2.1. Beliefs

To appreciate beliefs place in the cultural realm, it is vital to define its meaning. Because the borders of this notion are hazy, it is difficult to define. Han (2010) describes beliefs as a jumbled construct that includes "attitudes, values, judgments, axioms, views, ideology, perceptions, conceptions, and so on."

It is clear that the concept of beliefs plays a significant role in everything known and developed in terms of worldviews. A belief is an assumption in the reality of something learned through cultural experience; a belief is an assumption in the reality of something learned through cultural experience. According to this viewpoint, beliefs relate to people's comprehension of a given matter. The majority of a teacher's professional and academic knowledge can be considered more accurately as opinions, as it is referred to as a particularly provocative type of personal knowledge (Han, 2010). It seems that beliefs are often considered as being a type of knowledge and knowledge as a component of beliefs. In addition, beliefs are different between people and societies, for example, the belief in God is not the same between Muslims, Buddhists, and many others.

2.1.2.2. Values

This is perhaps the most widely used concept when talking about culture. Peterson (2004) defines values in a very specific and constrained way; cultural values are the main characteristics or attributes that a group of people would appear to regard as good, right, or valuable.

Values are different from one person to another, from one group to another, from one community to another, from one country to another, etc. For example, what is acceptable in the "A" community as a good may be less accepted as a good one in the "B" community and wrong one in the "C" community. In this regard, Peterson offers an

example to support this view: many people in a given culture may claim to have deep friendships with only a few people. Others in other cultures do the opposite; they prefer to keep a large group of acquaintances rather than near friends. In this situation, it is possible to say that different individuals have different beliefs when it comes to partnerships or belonging to communities.

2.1.2.3. Behaviors

Since beliefs and values change through both time and place, in the sense that they are different according to different people and cultures; this implies that behaviors also are different. Behaviors that one group of people consider improper, may be practiced on a routine basis by those in another group.

Behaviors can be tackled from two levels; individual and collective. The individual level of behaviors refers to different assigned roles given to individuals within their societies (teacher, farmer, mother, president, businessman, etc). Depending on his experiences with other people in his professional, social, and private life, any person, regardless of their status, may adopt a variety of different behaviors (Cushner, 1998). The collective level of behaviors refers to the term “cultural pattern” of a particular group of people; the cultural behaviors, which are clusters of interrelated orientations, are collectively referred to as the cultural practices of people from the same region. This pattern is performed by a large proportion of people of one society and is considered as belonging to one culture.

Since people perform cultural patterns unconsciously, which are difficult to comprehend. As a result, bringing several different cultural patterns together and contrasting them is the best way to understand the shape of any cultural trend. Cultural patterns also have several meanings; primary meanings and secondary meanings. All the

actions that people perform every day are culture-bound which are not transferable from one culture to another. Thus, it is better to understand any given cultural patterns through learning and assimilation.

2.1.2.4. Rules And Norms

Explicit manifestations of a people's cultural patterns exist to explain their future actions and attitudes. Therefore, the rules refer to socially agreed on behavior or to individual guidelines for behaviors. Norms specify appropriate and inappropriate behaviors. Rules and norms in this sense are about the different parameters of behavior by which people or individuals are aware of the type of needs and the situations in which they involve, according to this knowledge, they discover what is good and bad, acceptable and not, right and wrong, etc.

The result of this knowledge is the ability to act, react, and behave in a specific and appropriate manner in response to the demands of a given situation. Knowing various forms of social occasions, for example, causes people to dress differently for a wedding, a party, a festival, etc. They use different words, expressions, and language forms when they address who are different from them in age, status, blood, or friendship relationships.

Rules and norms are different from values and beliefs in terms of explicitness and implicitness; the first one is the explicit manifestations of what people hold as beliefs and values while the second one is on a more subconscious level. Cultural rules and norms are codes of behavior that cannot be subjected to immutability.

2.1.2.5. Symbols and Myths

Symbols are the basics of culture. Anything that happens in a person's life is due to cultural symbolism. They also have different meanings for different people; some symbols

are learned by experience, while others are learned through culture. Myths, on the other hand, are specific accounts of God or superhuman beings involved in extraordinary events or circumstances in a time is unspecified but are understood as an existing part of ordinary human experience.

2.1.2.6. Rituals

Rituals are when people connect and perform specific laws during significant events to demonstrate and embody some of their cultural beliefs. According to Islam and Zyphur (2009), rituals are “a form of social actions in which a group of values identity is publically demonstrated in a stylized manner, within the context of a specific occasion or event”.

2.1.3. Characteristics of Culture

Culture is the mutual experience and actions of a group of people that has been transmitted over the generations (Bailey, 1994). In this regard, it refers to what has learned; things one needs to know in order to meet the standers of others. It is clear that culture has different characteristics and the following are the most important.

2.1.3.1. Culture is Transmitted and Learned

People acquire and learn culture since their birth, either consciously or unconsciously; it means that culture is not innate. Haliday (1978) states that language has a semantic system, or meaning potential, that allows cultural values to be transmitted. This theory considers children as well; in which when a child learns a language, he is also studying the cultural meanings associated with it. This, according to Palispis (2007), leads to the important role of the society in providing means to transmit its culture to its people, and one of the ways for that is language.

2.1.3.2. Culture Changes

Through time, cultures change; people often introduce new characteristics to their cultures while abstracting others that are no longer useful. O'Neil (2006) discovers that three major factors affect cultural change: forces at work within a society, contact between societies, and natural-environmental change. Firstly, the forces at work within society include technological or ideological inventions such as adding new tools, new political changes. In addition to the culture loss; whenever there are new cultural patterns, they replace the old ones. Secondly, the contact between societies can result in diffusion, acculturation or transculturation. Finally, change in the natural environment can also lead to cultural changes. For instance, energy source degradation causes the change in many domains of a country (O'Neil, 2006).

2.1.3.3. Culture is Shared

The term "society" refers to a broad group of people who share and transmit a common culture (Palispis, 2007). In other words, culture is shared in the same society; the people of the same culture speak the same language, dress, and eat similarly.

2.1.3.4. Culture is Adaptive

According to Murdock (1969), culture is both gratifying and adaptive. In other words, culture covers basics and secondary biological needs. In people's interaction with the outside world, elements of culture are habitual techniques for gratifying human impulses. Culture is adaptive through time. It adapts to the biological and psychological demands of the human organism through the transmission of culture between members of a given society (Murdock, 1969).

2.1.4. Importance of Culture Teaching in The Language

Mitchell and Myles (2004) state that language and culture are not separable hence, acquiring language means acquiring its cultural features. During the process, children

acquire unconsciously the linguistic and cultural features of their environment. In the same way, learning a foreign language implies simplicity or explicitly learning its culture as well. Teaching a foreign language means to make students in contact with a new world that is culturally different from their own. The integration of culture in FLT is a way of making students more aware of the relation between culture and language (Sercu, 2005).

In the beginning, teachers should introduce the target culture to students by providing them questions related to their own culture to test their self-awareness because it is good to think about one's culture and compare it with the target culture after their realization of the differences between the cultures.

Teachers also should create a "culture friendly" environment in the classroom before start teaching by different activities such as role-plays, reading, movies, music, these techniques can represent chances to practice communication and help get rid of anxiety with dealing with the unknown language and culture.

The role of culture in EFT is crucial because it means the difference between casual speakers who remain outsiders and speakers who understand the meaning behind the words and the world that is built by them. In other words, integrating culture alongside language makes students encode their messages, will be more able to communicate and they will be better equipped to interact within the target language culture successfully (Riwers, 2010).

2.1.5. The Aims of Teaching Culture

It is agreed that the general main aim behind EFL teaching and learning is to develop the learners' ability to communicate effectively and appropriately in various situations, and then the teaching of culture aims to facilitate intercultural communication and understanding.

Seelye (1974) suggested a list of aims of culture teaching, these are the following:

- Developing a sense of culturally conditioned behavior; means that learners would understand that people's behaviors are culturally conditioned.
- Integration of language and social variables; the student would be aware of the social variables such as social class, age, and sex.
- Conventional behavior is a common situation. It means that the students would learn how to behave in the most ordinary situations in the target culture.
- Cultural connotations of words and phrases to make the students understand that culture affects any speech community.
- Evaluating statements about society.
- Researching another culture to develop some skills of researching the TC.
- Attitudes towards other culture; it would raise the students' interest to learn about the TC, and develop an attitude towards others differences.

2.2. The Intercultural Communicative Competence

2.2.1. Definition

The concept of intercultural communicative competence (ICC) is divided into three terms "intercultural, communicative, competence". The term "intercultural" indicates an idea of an engaged understanding of differences between cultures. It implies a responsibility to recognize and reflect on the learners' culture as much as on the target culture. Kramsch (1993) states that it has conceptualized the successful intercultural language user's identity as positioned in an independent "third place" and a vantage point of critical observation and understanding target culture. The term "communication" or "communicative" means a common ground of understanding. Communication is the process of exchanging facts, ideas, opinions, which individuals or organizations use for sharing meaning. According to Louis (2013); it is the transmission and interaction of facts,

ideas, feelings, or attitudes. The term "competence", according to Chomsky (1964), is an intrinsic linguist knowledge of a language possessed by its native speakers that enable them to produce several utterances.

However, the final definition of ICC is quite complex. One of its definitions is suggested by Fantini (2005) which is the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself. ICC is about understanding and interacting with people belonging to different cultures; this emphasizes the mediation between different cultures, the ability to look at oneself from an external perspective and adopt one's behaviors, values, and beliefs (Byram, 2005).

2.2.2. Emergence of ICC

In 1970, Hymes introduced the concept of communicative competence as a reaction to linguistic competence and criticized Chomsky's theory of the use of the term "competence" to refer to the speaker's knowledge of grammar. Chomsky (1965) believed that all human beings have the ability to understand some sentences due to the innate ability to use language that has been provided before. However, Byram (1997) argued that what is needed is the social context in which communication takes place because the sociolinguistics rules decide which sets of utterances are socially suitable and acceptable.

According to Hymes (1972), communicative competence (CC) aims to establish what a speaker needs to know to communicate effectively in socially significant settings. To support Hymes's (1972) view, Saville-Troike (1982) states that CC embraces knowledge and skills that speakers apply when interacting in a social context.

Canale and Swain (1980) identify four elements of communicative competence. First, grammatical competence refers to the knowledge required to produce correct

grammatical structures of a language such as phonology, vocabulary, word-formation. Second, sociolinguistic competence is the speakers' ability to understand the social meaning of utterances. It deals with the use of suitable grammatical forms for different communicative functions. Third, strategic competence refers to the strategies that entail the speaker's capacity to face problems in communication. Finally, discourse competence which is the ability to combine linguistic forms in the production of written texts or oral discourse.

Van Ek (1986) adds two more elements to the previous list. The first one is socio-cultural competence. It refers to the ability to function in several cultures and it gives rise to the idea that the use of a particular language is partly determined by the sociocultural context in which that language is used by native speakers. The second element is social competence that refers to familiarity with differences in social customs. These types of communicative competencies proposed by Canal, Swain, and Van Ek are considered to be parts that together led to the development of ICC.

The problem with the notion of communicative competence is that it is based on the description of how native speakers speak to each other. It does not take into consideration what is needed for effective communication between people of different cultural origins (Byram, 1997). Thus, CC gives less importance to the relationships between language and culture. CC is limited to facts over meanings and has not enabled learners to understand foreign attitudes, values, beliefs (Kramsch, 1996).

In the 1990s, intercultural communicative competence was introduced into the field of linguistics and foreign language education. The emergence of this competence has been raised from perceiving language as a social practice in a given cultural context.

The process of teaching and learning an EFL embodies the presence of another culture as well as contact with others. The interaction with others is experienced as a

challenge to the existing beliefs, values, and behaviors of people. It may lead to a confrontational relationship with others or may lead to a relationship of acceptance where self and others are trying to exchange cultural patterns satisfying all the members involved (skopinskaja, 2009).

An individual may be competent in communicating with others in his own culture but not able when interacting with others who are from different cultures (Gudykunst, 2005); this is why it is important to be aware of intercultural communicative competence. In order to understand it, it is essential first to understand communication competency in general. The latter, according to Spitzberg and Cupach (1984), is to be able to achieve your goals while meeting relational and situational expectations.

Understanding the individual's role in ICC has gained the attention of many researchers, so the focus of ICC has remained on understanding intercultural relationships, and ensuring the questions about the effectiveness of our messages with others who are culturally different. Culture influences our communication and our communication influences our cultures (Gudykunst et al, 2005).

2.2.3. Components of ICC

To be a successful intercultural speaker who has the ability to interact with others, to mediate between different cultural aspects, and being someone who crosses boundaries of symbolic values (Byram & Zarate, 1997), is a complex process that needs more than just recognizing that there are self and others. According to Byram (1997), it requires certain attitudes, knowledge, and skills to be achieved, in addition to the learner's linguistic, sociolinguistic, and discourse competence.

2.2.3.1. Attitudes

Attitudes are considered to be among ICC's components which represent the fundamental aspects of intercultural communication. It means being open to other cultures,

accept others, and being curious to discover other people's values. Byram (2005) states that the concept means to have the curiosity, openness, and readiness to suspend disbelief about other cultures.

2.2.3.2. Knowledge

This concept means the knowledge of how social groups and identities from various cultures function and how they are involved in intercultural interaction. The knowledge is one's own in its country and of the general processes of social and individual interaction can be defined as having two main dimensions according to Byram (2005); knowledge of social processes, and knowledge of illustrations.

2.2.3.3. Skills

It represents the practical dimension of ICC in terms that intercultural mediator needs the ability to see how misunderstanding can arise and how they might be able to resolve them; they need the skills of comparing by putting ideas, events, documents from many cultures and seeing how each might look from the other perspective.

According to Taqi (2008), those skills are skills of interpreting and relating, skills of discovery and interaction, and skills of critical cultural awareness. First, skills of interpreting and relating refer to the ability to interpret a document or event from another culture in order to relate it to documents from one's own culture. Second, skills of discovery and interaction mean the ability to acquire new knowledge of a culture, and the ability to operate knowledge, attitudes, and skills under real-time communication. Finally, skills of critical cultural awareness refer to the ability to evaluate critically the perspectives, practices, and products in one's own and others culture

2.2.4. Models of Intercultural Communicative Competence

2.2.4.1. Kramsch Model (1993)

Kramersch (1993) presented four main lines of thought that characterized the shift in teaching language and culture, from focusing on the transformation of cultural information (big C) to featuring language and culture as social practice and construct respectively (small c). These lines are summarized as follows:

- Establishing a "sphere of interculturality "; there should be a reflection on both the native and the target culture.
- Teaching culture as an interpersonal process. It means the focus on the social interaction between learners and teachers to construct meaning and understand each other.
- Teaching culture as a difference. In other words, being aware of the multiculturalism that exists within the culture.
- Crossing disciplinary boundaries.

In this model, Kramersch (1993) emphasized two main concepts; comparing cultures, and establishing the third place. Comparing one's own culture with the target culture to find the similarities and the differences leads to a better understanding of the native culture. The third-place refers to the learners' opportunities for change while learning a new language which enables them to take both an insider's and an outsider's view on both the native and the target culture.

2.2.4.2. Bennett's Model (1993)

In this model, Bennett (1993) focuses on developing intercultural sensitivity which means the construction of reality as increasingly able of recognizing cultural differences, as the main goal of cultural learning. In addition, this model focus on a cognitive model that distinguished between ethnocentrism that is the judgment of different phenomena using one's knowledge, and ethnorelativism which means the judgment made via relying on different ways of perception.

Although Bennett's model puts emphasis on intercultural sensitivity, the latter is linked to intercultural competence; greater cultural sensitivity leads to greater intercultural competence (Harmer, Bennett & Wiseman, 2003).

2.2.4.3. **Byram's Model (1997)**

Byram (1997) suggested five factors that are important for successful intercultural communication are the following:

- a. **Savoir:** knowledge of self and the other, and processes of interaction.
- b. **Savoir comprendre:** skills of interpreting and relating.
- c. **Savoir s'engager:** skills of critical cultural awareness.
- d. **Savoir fair:** skills of discovery and interaction.
- e. **Savoir etre:** attitudes

In this model, Byram (1997) explains how the different saviors and sub-competencies interrelate and complete each other. Knowledge is divided into two main categories. First, knowledge about the social group to which the individual belongs, such as family; besides, the knowledge about the interlocutor's group which is through formal education. Second, the knowledge of the processes of interactions at individual and social levels; it should be able to act appropriately in different situations.

Byram (1997) argued that skills of interpreting and relating, skills of critical cultural awareness, skills of discovery and interaction, and attitudes are not separated but operate each other. They could be acquired through personal experiences, interactions, and education. Byram (2008) ensured that the main goal of this model is education in which he suggested some teaching objectives and aspects that clarify the teacher's and learner's roles. Those aspects are the following: abstract principles (attitudes, knowledge, skills of

interpreting and relating, skills of discovery and interaction), curricula objectives, learners' behaviors, and methods of assessment.

2.2.4.4. Deardorff' Model (2009)

In this model, Deardorff (2009) states that ICC development is a process that focuses on both internal and external outcomes of intercultural competence. Thus, ICC is suggested to comprise attitudes, knowledge, skills, and internal and external outcomes. Attitudes come first and they are the curiosity to know and discover the other. Second, the knowledge that includes two types: cultural-self awareness and culture-specific knowledge. Third, skills such as critical thinking skill. Fourth, the acquisition of attitudes, knowledge, and skill results which regarded as the internal outcomes. Finally, the external outcomes are the effectiveness and appropriateness.

2.2.5. Acquiring Intercultural Communicative Competence in EFL Classrooms

The teaching of intercultural communicative competence has gained an important role in teaching English as a foreign language. In recent approaches to teaching FL, a new intercultural rationale for language teaching incorporates aspects of culture and communication in education. The EFL classroom is considered as the essential atmosphere where learners can acquire intercultural communicative competence.

For this to happen, it depends on whether students are motivated to learn an FL and its culture, and whether they are encouraged to have positive attitudes towards others to overcome potential boundaries to intercultural communication. Motivating and encouraging students are two main steps that teachers should make into consideration in order to develop their intercultural communicative competence.

If the teacher succeeds in motivating his students, the latter will react more positively and learn more effectively. Shunk and Usher (2012) emphasize that motivation

has an important role in learning and influencing what, when, and how we learn and it is a significant performance factor. The link between motivation and intercultural communicative competence is that acculturation in EFL classrooms requires a key element which is students' motivation. The teacher has to create a relaxed environment in which all students participate in order to respond to students' interests. Motivated students have greater self-confidence in learning a second/foreign language, alongside greater willingness to communicate (Yashima, 2002).

The choice of interesting, attractive and up-to-date cultural materials that fulfill the learners' needs and corresponds to the syllabus remains the teacher's role (Arabski & Wojtaszek, 2011). According to Brown (2000), the use of such materials, methods, and activities helps students to achieve an understanding of the foreign language.

Moreover, the teacher should gain the students' attention to the objectives and the importance of intercultural communicative competence in the teaching/learning process. That happens through presenting different cultural backgrounds in different situations and asks learners to compare the behaviors to their own culture (Byram, 1997).

Next, teachers try to encourage students' positive attitudes towards others from different cultures. Byram (1997) ensures that learners' attitudes are an essential element in ICC and it leads to successful interaction. Attitudes affect the way learners see themselves, their own culture, and the target one (Brown, 2000). In EFL classrooms, students may face unfamiliar cultural topics that different from their native culture, so they may show unwillingness towards these topics. Thus, the teacher should in this case to help learners comprehending, understanding the cultural differences that existed (Byram & Fleming, 1998). According to Ellis (1994) students' ability to learn an FL/SL can be influenced by their attitudes towards the target culture and its social values of the learning process, as well as their attitudes towards themselves as members of their own culture.

2.2.6. Assessment of ICC

The assessment of the three components of ICC; attitudes, knowledge, and skills is complex but as a result, it provides feedback to students related to their intercultural learning, and also it gives the teachers a full picture of their students' level in intercultural performance that has been integrated within the teaching/learning process, and how the learners' progress has been determined.

Moreover, the assessment of ICC should be an ongoing process and not administered at one or two instances during a course (Lussier et al. 2007). It can be assessed by the teacher or the student himself where he evaluates his performance, or projects completed during the course; self-evaluation.

In EFL classrooms, assessment can be carried in different ways. For instance, a pre-test to find out the level of the students' intercultural knowledge, skills, and attitudes before any course start. Then, a test during the course to increase learners' motivation (Corbet,2003) and finally a post-test to measure the students' intercultural knowledge, skills and attitudes after the course ends; this gives the teacher indications of the effectiveness of intercultural learning. When assessing ICC, the teacher becomes an observer of the process of ICC development, not only of its end product. Therefore, objective tests may be good for testing intercultural knowledge, but not necessarily for skills and attitudes. Objective tests require no evaluative judgment on the part of the assessor. However, subjective tests are more preferable for a more global assessment of ICC dimensions, which involve some kind of personal evaluation of the assessee's performance (Lussier et al. 2007).

According to Lussier et al (2007), the assessment of ICC can be direct or indirect, where the direct assessment measures the learner's performance by requiring the assessee to perform a role-play (*savoir-faire*), or discuss another culture's attitudes (*savoir- etre*) in a

small group with the assessor matching their performance to the most appropriate categories on a criteria grid. While the indirect assessment is a pen-and-paper test that often assesses intercultural knowledge.

Fantini (2009) suggested some assessment techniques and strategies that can be used by teachers of the foreign language, and they are the following:

- Closed and open-ended questions
- Objective strategies that involve scoring such as matching items, or close or gap-filling items)
- Oral and written activities
- Active and passive activities
- Individual or interactive activities in pairs or groups
- Dialogues, interviews, debates, and discussions
- Poster sessions, role-plays, and simulations
- Questionnaires that require self-evaluation, peer evaluation, group evaluation, and teacher evaluation.

Conclusion

In the context of globalization, teaching EFL involves intercultural communicative competence and the awareness of the target culture as an essential key for communicating effectively with people belonging to different cultures, which helps one to understand his own culture. Incorporating ICC into FEL classrooms is all more important today, with English being the international language

Chapter Three

Field work

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Introduction

The current chapter is devoted to the analysis of the teachers' questionnaire. It aims at investigating the teachers' perceptions towards the role of intercultural communicative competence in teaching the English language in EFL classrooms. Thus the results obtained in this research would enable us to answer the research questions. This chapter includes the analysis of each question and then a summary of results from the questionnaire.

3.1. Choice of method

In order to demonstrate the role of ICC in EFL classes, and the importance of culture in learning foreign languages. In addition, to discover teachers' perceptions towards the concept, this study has been conducted through quantitative analysis as an appropriate method for analyzing our findings.

Quantitative data analysis is a systematic approach to investigate; this method is considered to have as its main purpose the quantification of data. It allows generalizations of results to the entire population. Besides, this type of method allows for objectivity and accuracy of results because generally quantitative method is designed to provide summaries of data that support generalizations about the phenomena under investigation (Cohen, Manion, & Marrison, 2005).

3.2. Population and Sampling

To carry out our study, we have submitted the questionnaire to the English teachers (sixty-two) at the department of English language, University of Biskra. However, only twenty-three responded to the questionnaire during the academic year 2020/2021.

Table 1: Number of teachers who responded to the questionnaire

Population	Respondents
62	23
100%	37%

The choice of working with teachers instead of students as a sample is because, first, it is the teachers' role to introduce such new concepts to students and guide them to facilitate the learning process. Second, to investigate their opinion about culture and intercultural communicative competence; if they are aware of the latter's role in teaching English as a foreign language. If not, then highlight its importance.

3.3. The Questionnaire

A questionnaire is an investigating tool that is widely used to discover others' opinions, perspectives, and attitudes. According to Cohen, Manion, and Morrison (2005) that questionnaires are useful tools for gather the needed information and provide structured data to be administered without the subjectivity of the research and often be straightforward to analyze. According to Brown (2001), questionnaires are any written instruments that give respondents with a sequence of questions or statements to which they reply by writing their answers or choosing from a list of options.

3.3.1. The aims of the Questionnaire

The overall aim of the questionnaire is to discover and investigate the teachers' perceptions, and their different opinions about the role of ICC in teaching the English language. It also aims to check if the teachers are aware of the importance of teaching the target culture within the process of teaching English as a foreign language.

3.3.2. Description of the Questionnaire

The current questionnaire is given to twenty-three teachers. It consists of 20 questions divided into three major sections. The majority of the questions included in this current questionnaire are closed questions whose expected answers are 'yes' or 'no'. It also includes closed-ended questions, in which the participants are asked to choose the appropriate answer from the list options already determined. In addition to the previous types of questions, we used another type which are questions seek for clarification; this type helps to get more clear responses.

The first section is about the teachers' general information; their gender, education degree, and experience of teaching. The second section is teaching the English language in general which consists of four (4) questions. While the last section is about intercultural communicative competence that consists of twelve (12) questions.

3.3.3. Pilot Questionnaire

It is known that after designing any questionnaire, it should be tested or pilot on a small target group in order to identify and highlight ambiguous questions. Thus, this questionnaire was piloted with the help of two teachers of English at Ahmed Ben Ibrahim Secondary school, Ain Zaatout. After this pilot, the questionnaire was almost clear for the majority of the participants, only few changes was made, and one question was removed which is: do you have any suggestions for enhancing the intercultural communicative competence in EFL teaching?. We have noticed that both the teachers did not answer the question

3.3.4. Administration of the Questionnaire

This questionnaire is distributed online through social media; Face book. This is because of certain conditions the universities are going through due to the pandemic period. The online questionnaire gave us the chance to gain the teachers' clear and honest perspectives towards the ICC, and we have received about twenty-three (23) answers.

3.4. Analysis of the Questionnaire

3.4.1. Section one: Personal Information

Question 01: Gender

- a) Male
- b) Female

Table 2: Teachers' gender

Gender	Male	Female	Total
Number	12	11	23
Percentage	52%	48%	100%

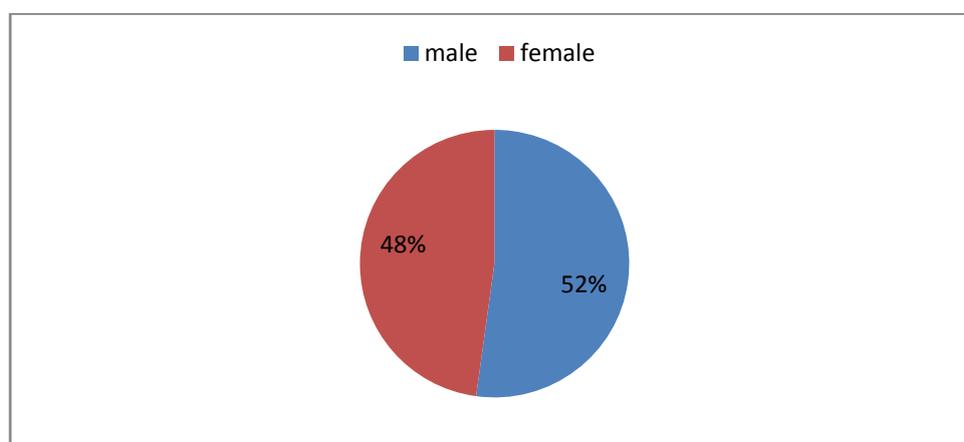


Figure 1: Teachers' gender

It is noticed in table 1 that the number of male teachers more than the female ones. As we can see the 52% of the sample is male, and the rest 48% is female. However, the number of participants is quite homogeneous which reflects the viewpoints of the two genders.

Question 02: How long have you been teaching English?

- a) 1-5 years
- b) 5-10 years
- c) 10-15 years
- d) 15-up

Table 3: Teachers' experience of teaching

Years	1 to 5	5 to 10	10 to 15	15-up	Total
Number	12	4	5	2	23
Percentage	%2	%17	%22	%9	100
					%

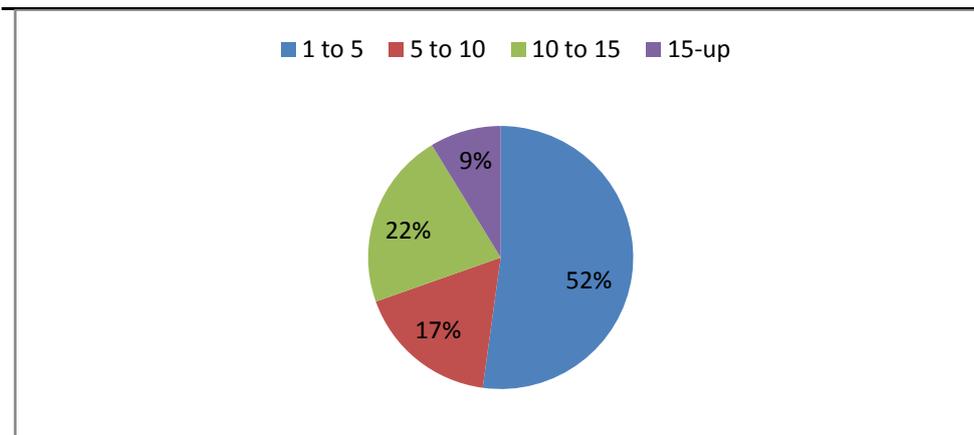


Figure 2: Teachers' experience of teaching

The table above shows that the majority of teachers 52% have experience teaching from one (1) to five (5) years. While 22% of them were teaching from ten (10) to fifteen (15) years, the rest devotes 17% of the teachers that were teaching from five (5) to ten (10) years when the low rate in this sample is 9% of the teachers who been in the field of education for more than fifteen (15) years.

Results show that the majority of the teachers have short experience in teaching the English language which means they have recently left university. This suggests that they are acquainted with the importance of teaching culture, and the knowledge of the difficulties encountered learners' ability in communication

Question 03: Education degree

- a) Magister degree
- b) doctorate degree
- c) others

Table 4: Teachers' degree

Education	Magister degree	Doctorate degree	Others	Total
Number	11	8	4	23
Percentage	48%	35%	17%	100%

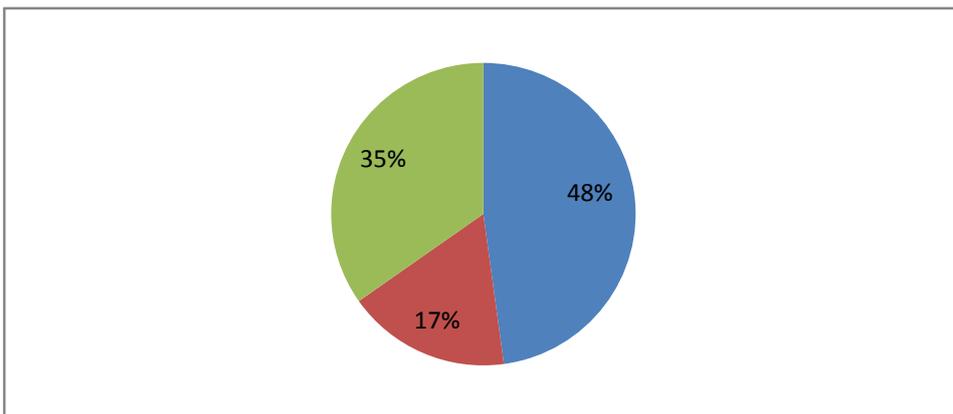


Figure 3: Teachers' degree

Statistically, from the table above, 48% of the teachers have magister degree, and 35% have doctorate degree, while the rest of the sample (17%) chose other degrees. These results show that the majority of the teachers have Magister degree, which means they have acceptable experience in teaching field.

3.4.2. Section Two: Teaching English Language

Question 01: As a teacher of a foreign language, what do you think the objectives of teaching English are?

- a) To help students speak English fluently.
- b) To promote students' understanding of their native culture and the target culture.
- c) To help students to communicate with English speakers.

Table 5: Teachers' opinion about teaching English objectives

Option	a	b	c	Total
Number	8	9	6	23
Percentage	35%	39%	26%	100%

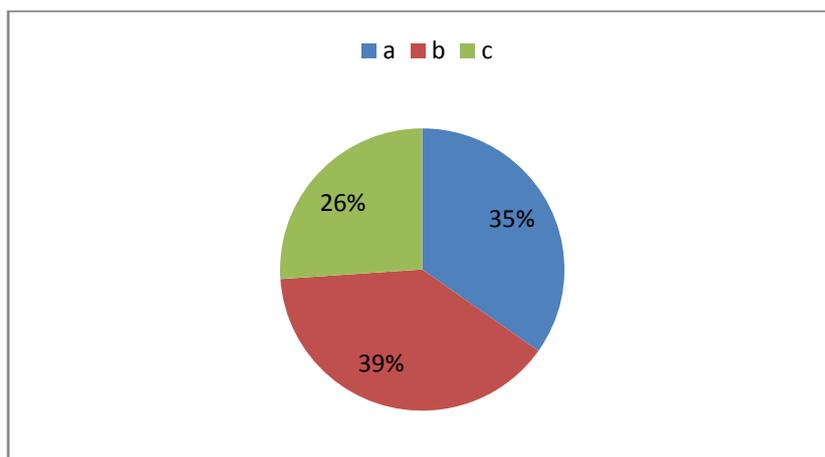


Figure 4: Teachers' opinion about teaching English objectives

The results show that the majority of teachers agreed that they teach the English language to promote their students' understanding of their native culture and the target culture (39%). In other words, they are aware of the importance of teaching the target culture in order to succeed in communicating effectively. While (35%) of the teachers in this sample believe that the main objective in teaching English is to help their students to speak it fluently. The rest of the sample (26%) considers the objective of teaching English is to help students to communicate with English speakers.

Question 02: while teaching English, do you put much focus on it?

- a) Teaching reading skill
- b) Teaching listening skill
- c) Teaching speaking skill
- d) Teaching writing skill

Table 6: Skill that teachers put focus on

Option	a	b	c	d	Total
Number	1	2	11	9	23

Percentage

4%

9%

48%

39%

100%

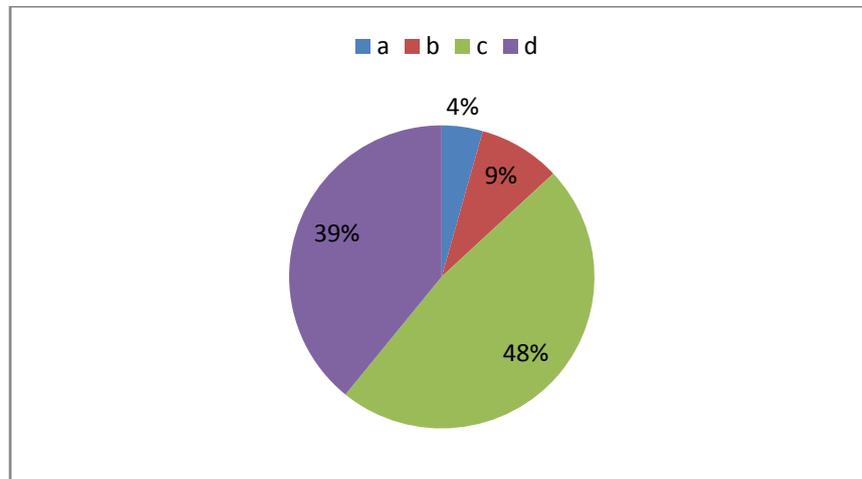


Figure 5: Skill that teachers put focus on

The table above shows that the majority of the participants put their focus on teaching speaking skill (48%), and 39% of them believe that writing skill is the skill that should be focused on in the teaching process. 9% of the sample said that they teach listening skills more, while the rest (4%) put the focus on reading skills.

As we noticed from the results, the speaking skill is considered the most important skill in teaching any language; which facilitates the communication process in the classroom.

Question 03: During teaching English, do you put more focus on?

- a) The linguistic competence
- b) The pragmatic competence
- c) The communicative competence
- d) The intercultural communicative competence
- e) All of them

Table 7: Competence that teachers put focus on

Option	a	b	c	d	E	total
Number	3	0	3	1	16	23
Percentage	13	0%	13	4%	70	100
	%		%		%	%

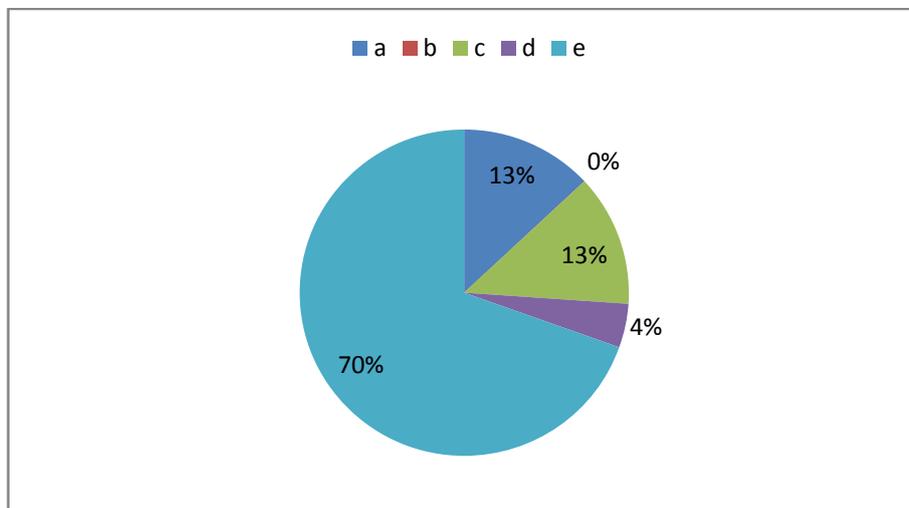


Figure 6: Competence that teachers put focus on

As it is clear in the results from the table 70% of the teachers believe that all the competencies should be taught and their learners should be aware of them in which they are used exchangeably.

Question04: What is the suitable method during teaching the English language?

- a) The grammar-translation method
- b) The direct method
- c) The audio-lingual method

- d) Situational method
- e) Suggestopedia

Table 8: Teachers' opinion about teaching English methods

Option	a	b	c	d	E	total
Number	4	0	4	14	1	23
Percentage	18	0%	17	61	4%	100
	%		%	%		%

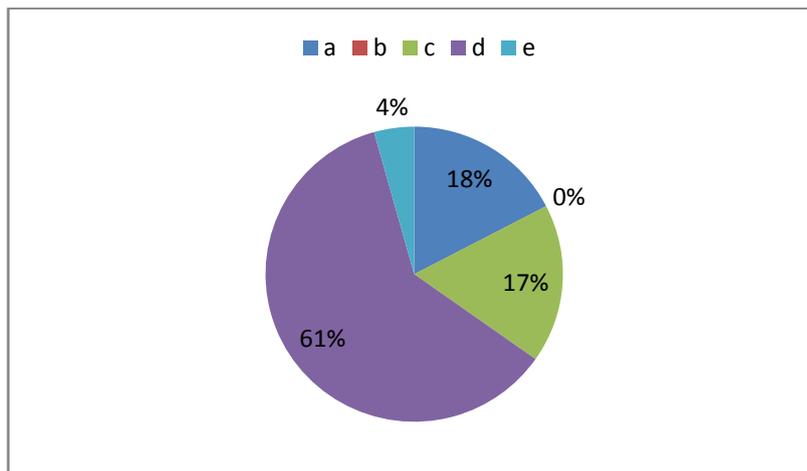


Figure 7: Teachers' opinion about teaching English methods

Fourteen teachers (61%) stated that the situational method is the most suitable method during teaching the English language. This is true concerning developing real-life situations in order to provide learners examples of the target culture. 18% and 17% of the participants still use the traditional methods; grammar-translation, and audio-lingual methods. The rest 4% of them use Suggestopedia as a method in the teaching process.

3.4.3. Section three: the intercultural communicative competence

Question 01: how do you evaluate the students' level of competence in communication?

- a) Good
- b) Acceptable
- c) Poor

Table 9: Teachers' opinion about the learners' level of competence in communication

Option	a	b	c	total
Number	3	14	6	23
Percentage	13%	61%	26%	100%

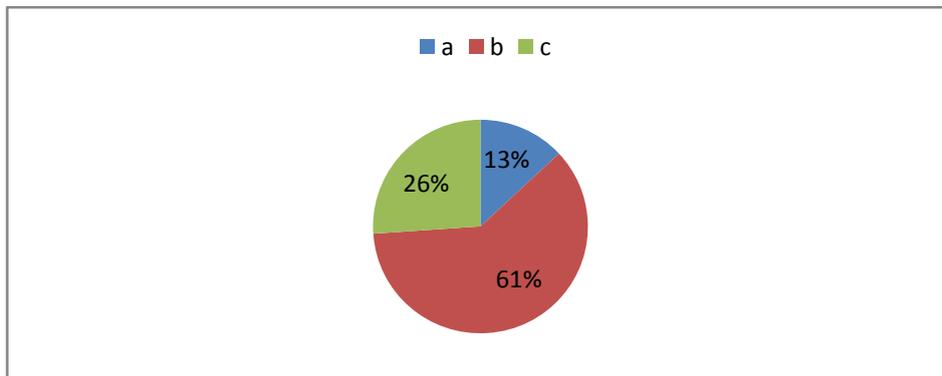


Figure 8: Teachers' opinion about learners' level of competence in communication

We observe from the table above that most of the participants 61% of this sample stated that the learners' level of communication competence is acceptable, and 26% said that their level is poor while the rest (13%) is good.

Question 02: In case it is not the expected level, do you think the reason has to do with:

- a) The student himself
- b) The method used

Table 10: Teachers' opinion about reasons for the learners' level

Option	a	b	Total
Number	11	12	23
Percentage	48%	52%	100%

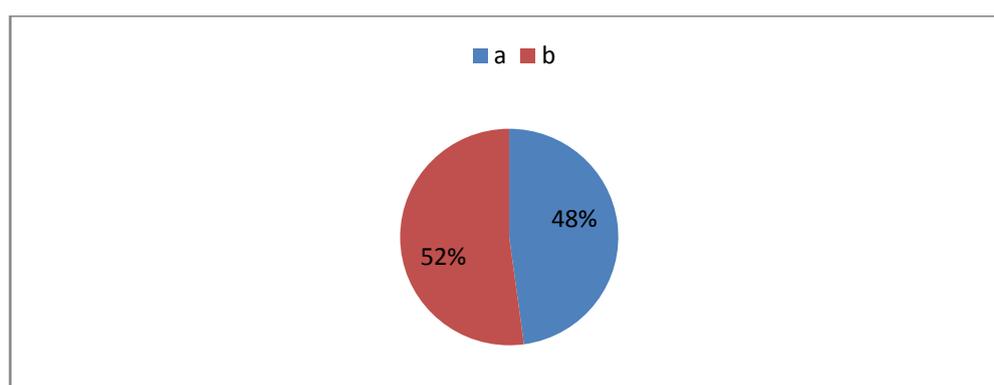


Figure 9: Teachers' opinion about reasons for the learners' level

From the table above, we notice that the majority of teachers (52%) agreed that the method used during the teaching process affects the learners' level when they do not get the expected results. While 48% see that the problem is in the learners themselves.

Question 03: How you conceptualize culture?

To answer this question, we have categorized the definitions according to the teachers' answers as the following:

- a) The whole set of artistic achievements and activities such as music, theatre, dancing, poetry...
- b) The way of life common to a given group and which is generally illustrated by a set of norms and customs that distinguish one group from another.
- c) Culture is a shared, learned symbolic system of values, beliefs, attitudes that shape and influence behaviors.
- d) Culture is both big C and small c.

Table 11: Teachers' definition of culture

Option	a	b	C	d
Number	6	3	10	4
Percentage	26%	13%	44%	17%

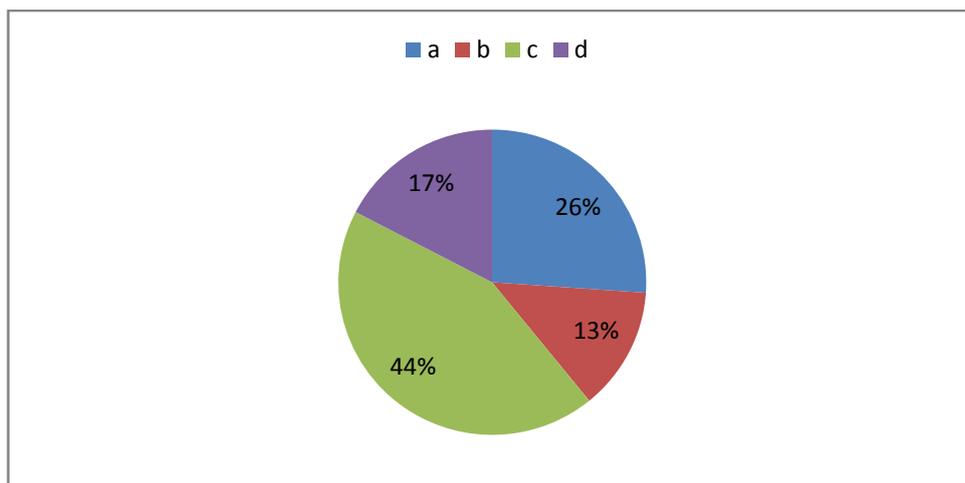


Figure 10: Teachers' definition of culture

We observe from the table above that the majority of teachers (44%) opted the option (c) which incorporates the symbolic system of value, beliefs, and attitudes. 26% of the participants said that culture is merely art, music. Also, 17% go for option (d) and the rest 13% said that culture is both big C and small c.

Question 04: Do you compare the target culture and our own culture?

- a) Yes
- b) No

Table 12: Teachers' attitude towards comparing the two cultures

Option	Yes	No	Total
Number	17	6	23
Percentage	74%	26%	100%

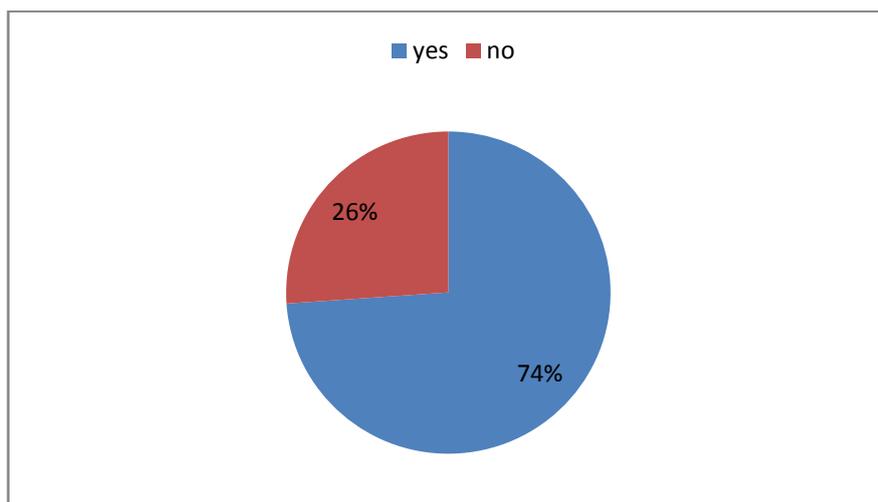


Figure 11: Teachers' attitude towards comparing between two cultures

As we observe from the previous table, most teachers do a comparison between the target culture and the native culture (74%). That means, teachers are aware of the importance of culture and its role in teaching English language. The rest of the sample (26%) does not compare the two cultures.

Question 05: Which aspects of culture do you consider the most important in teaching a foreign language?

- a) Beliefs, values, and behaviors
- b) Rules and norms
- c) Symbols and myths

Table 13: Teachers' opinion about aspects of culture

Option	a	b	c	total
Number	13	7	3	23
Percentage	57%	30%	13%	100%

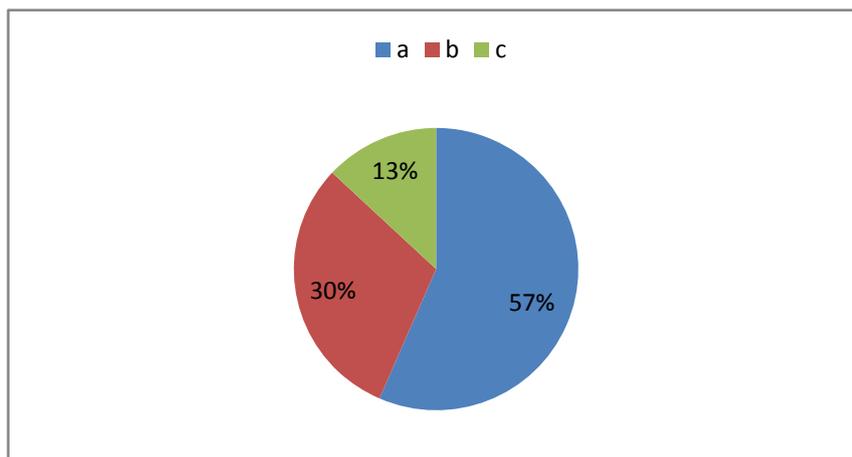


Figure 12: Teachers' opinion about the aspects of culture

The results show that 57% of the teachers believe that beliefs, values, and behaviors are the most important aspects which should be taught in EFL classrooms. 30% of the participants say that teaching rules and norms are more important, while the rest of them (13%) said that teaching the symbols and myths of the target culture to their learners will help them understand it more and then learn the language easier.

Question 06: Are you familiar with intercultural communicative competence?

- a) Yes
- b) No

Table 14: Teachers' awareness of ICC

Option	Yes	No	Total
Number	20	3	23
Percentage	87%	13%	100%

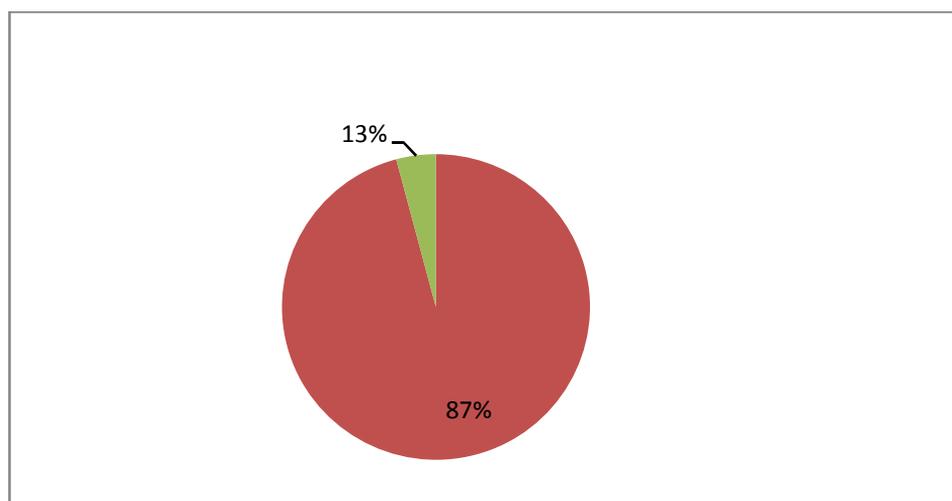


Figure 13: Teachers' awareness of ICC

It is clear from the table above that the majority (87%) of the teachers are familiar with intercultural communicative competence and its role in teaching English as a foreign language.

Question 07: Do you incorporate intercultural communicative competence in your teaching?

- a) Yes
- b) No

Table 15: Teachers' opinion about incorporating ICC in teaching

Option	Yes	No	Total
Number	22	1	23
Percentage	96%	4%	100%

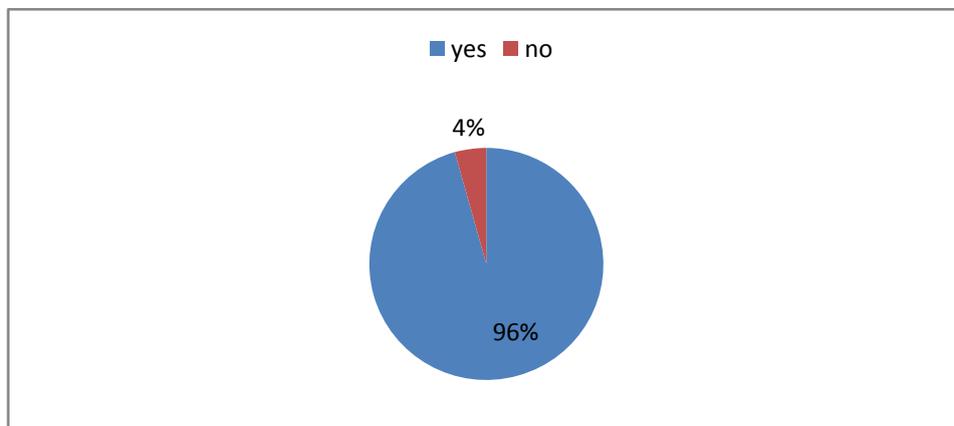


Figure 14: Teachers' opinion about incorporating ICC in teaching

As shown in the table above, most of the teachers (96%) confirmed that they do use ICC in their teaching method. That shows their awareness of its importance in teaching English as a needed skill in EFL classrooms; which promotes greater intercultural awareness and skills; so that they are unable to critically compare beliefs, attitudes, and behaviors that occur in their own culture and other cultures. While one participant (4%) of this sample states that he does not incorporate ICC in teaching.

Question 08: If yes, in what way?

This question attempts to investigate how the teachers integrate ICC in classrooms. We have noticed different responses, and we have classified those answers into different categories according to the participants as the following:

- a) Culture-bound topics
- b) Comparing between the native culture and the target culture.
- c) Communicating with native speakers
- d) Rising learners' intercultural awareness

Table 16: Teachers' strategies in incorporating ICC in teaching

Option	a	b	c	D	Total
Number	6	9	5	3	23
Percentage	26%	39%	22%	13%	100%

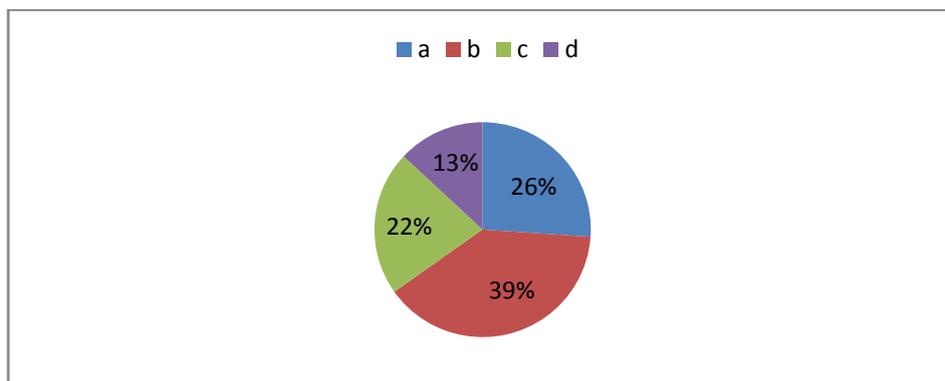


Figure 15: Teachers' strategies in incorporating ICC in teaching

It is clear from the table that most of the teachers believe that comparing one's culture and the target culture is the most appropriate way to blend the ICC in their teaching methods. 26% of the participants state that to facilitate teaching any language is through culture-bound topics, while 22% of them see that communicating with native speakers provides opportunities for their learners to analyze their attitudes, behaviors in real-life situations. The rest of the sample 13% believe in rising the learners' intercultural awareness as a way of using ICC in teaching.

Question 09: Do you think that intercultural communicative competence should be given more emphasis in foreign language teaching?

- a) Yes
- b) No

Table 17: Teachers' opinion about focusing on ICC in teaching

Option	Yes	No	Total
Number	23	0	23

Percentage	100%	0%	100%
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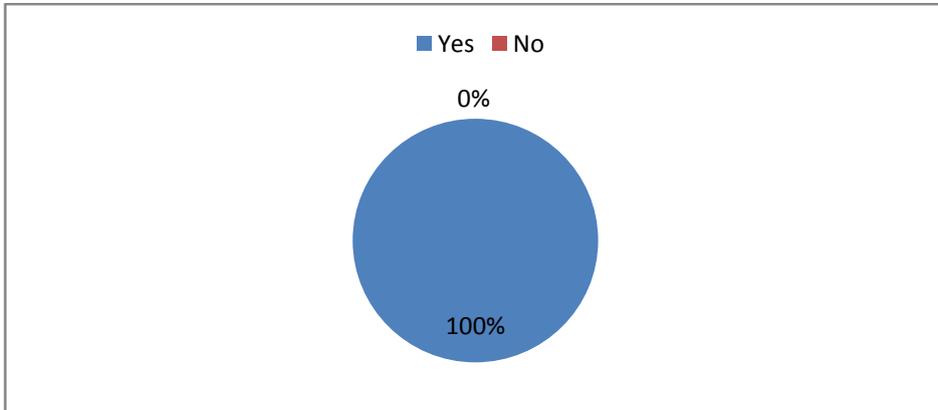


Figure 16: Teachers' opinion about focusing on ICC in ELT

It is noticed that the whole teachers of the sample agreed that it is crucial to give more attention and emphasis to ICC in foreign language teaching because ICC becomes one of the important skills which should be taught and learned in 21 century.

Question 10: Do you think that intercultural communicative competence helps developing students' achievement in their learning a language (English)?

- a) Yes
- b) No

Table 18: Teachers' opinion about the role of ICC in developing students' achievement

Option	a	b	Total
number	19	4	23
Percentage	83%	17%	100%

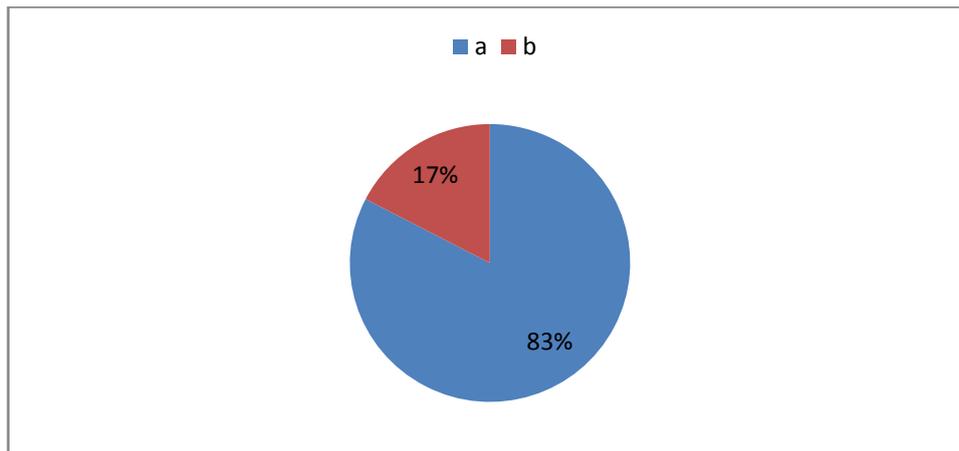


Figure 17: Teachers' opinion about the role of ICC in developing students' achievement

As it appears in table 17, 83% of the teachers believe that ICC does help in developing students' achievement in the learning process through enhancing their proficiency level. This happened when the teacher integrates ICC in their teaching methods and using some strategies such as the ones mentioned in question 08. While 17% of the sample said no as an answer to the question.

Question 11: If yes, how?

This question is a justification to the previous one, in which teachers explain how ICC helps their students in developing during their foreign language learning process. Nine (9) participants of the sample did not answer the question. However, those who answered it provided different responses which classified as the following:

- a) ICC enriches students' knowledge and develops their critical thinking.
- b) It enables students to think and behave according to the FL's cultural background and differences.
- c) It helps to avoid communication breakdowns with native speakers.
- d) It quickens intercultural communication, cultural understanding, and language acquisition.

Table 19: Teachers' opinion about the role of ICC

Option	no answer	a	b	c	D	Total
Number	9	2	5	4	3	23
Percentage	39%	9%	22%	17%	13%	100%

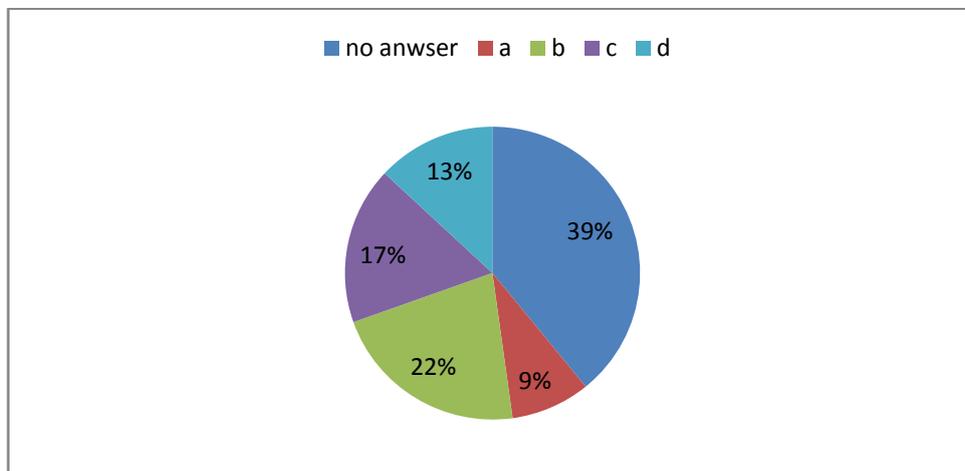


Figure 18: Teachers' opinion about the role of ICC

It is clear from the table above that 39% of the teachers did not answer the question; we do not have a reason for that. While the rest of the sample answered it as the following; 22% of the teachers see that ICC enables students to think and behave according to the FL cultural background and differences. 17% of the teachers state that it helps to avoid communication breakdowns with native speakers. While 13% of the participants believe that the role of ICC is to quicken the intercultural communication, cultural understanding, and language acquisition. Finally, 9% of the sample declares that ICC enriches students' knowledge and develops their comparative and critical thinking.

Question 12: Which aspects of ICC do you think are more important to be taught in your class?

- a) Intercultural knowledge
- b) Intercultural attitudes
- c) Intercultural skills
- d) Critical cultural awareness
- e) All of them

Table 20: Teachers' opinion about aspects of ICC

Option	a	b	c	d	e	Total
Number	2	0	1	5	15	23
Percentage	9%	0%	4%	22%	65%	100%

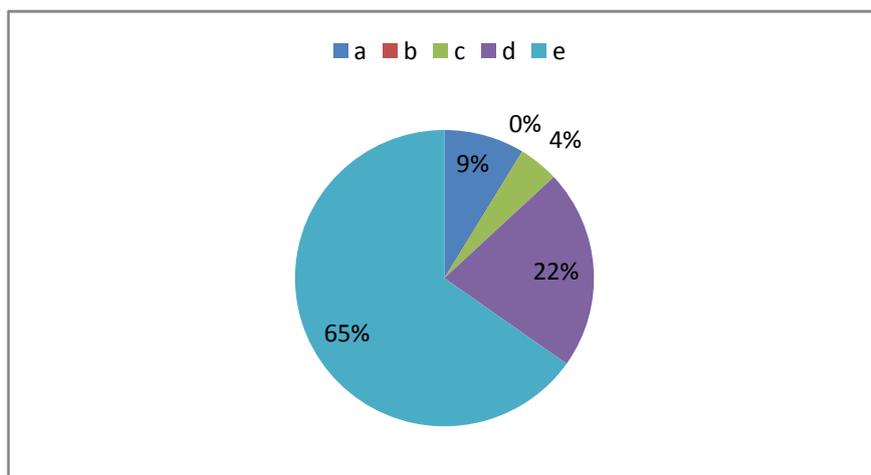


Figure 19: Teachers' opinion about aspects of ICC

The results shown in the table above confirm that most teachers (65%) are aware of the ICC's every aspect and its importance, thereby they believe all the aspects should be taught to their students in order to progress in their FL learning. 22% of the participants see that critical cultural awareness is the most important to be taught in their classes because it helps students to evaluate, and critic different perspectives in both their own and other cultures. Other teachers (9%) in the sample state that the knowledge of other social groups' products and practices helps to recognize the differences and similarities between cultures. The 4% of the sample say that the intercultural skills should be the one to be a focus on more in teaching because it enables the student to avoid any misunderstanding or resolve them if necessary. On the other hand, intercultural attitudes are not chosen by any participant.

Question 13: How could cultural diversity foster in classrooms?

The question above aims to discover how teachers integrate cultural aspects and diversity in their teaching method, however, surprisingly only two participants of the sample responded to the question. The first teacher states that by bringing comparisons between two cultures, the ask them to provide their perspectives; this makes them realize the differences and the similarities. While the second teacher said that using new communication technologies to connect the target language community.

3.5. Interpretation of the results

The analysis of the questionnaire proved that teachers give much importance to culture in the teaching and learning process. Teachers' definitions varied from one to another; however it is noticeable that the common view of culture among them is “the different values, attitudes, beliefs, way of life, and social norms shared in a given society”; those named under “aspects of culture”. The latter should be taught in EFL classrooms, at least introducing the aspects to the learners, in which 57% of the participants believe that

beliefs, values, and behaviors are the most important aspects that should be focused on. Perhaps this choice is due to the fact that it is easy to compare between the native culture and the target one according to the different beliefs, values, and behaviors in certain situations.

The results obtained through the teachers' questionnaire show that the majority of the participants have a positive attitude towards ICC in teaching English as a foreign language, maybe due to the fact that most of the teachers have Magister degree (48%), and they have 1-5 years experience in teaching field. In other words, those teachers have recently left university, and they are aware of the importance of ICC in proving their learners' understanding of the target language (English). Also, they gain the knowledge of the difficulties that face learners during the learning process, especially their ability in communicating effectively. According to the majority of participants (96%), it is important to incorporate ICC in their teaching methods through culture-bound topics, comparing between the native culture and the TC, communicating with native speakers, and rising learners' intercultural awareness.

Furthermore, all the participants of the sample (100%) agreed and believed that it should be given more focus on ICC in EFL classrooms at Mohamed Kheider University, Starting from acknowledging its aspects which are: intercultural knowledge, intercultural attitudes, intercultural skills, and critical cultural awareness. It is noticeable that most of the teachers (65%) are aware of all the elements of ICC, so they agreed that it is preferable to teach them all to their learners.

Conclusion

This work field has been carried out to investigate teachers at Mohamed Kheider university perceptions about the role of ICC in EFL classrooms; besides, highlighting the culture and its importance in FL teaching. Through the use of the teachers' questionnaire, it

is shown that teachers are aware of the ICC and the crucial role it plays during teaching through exposing learners to different cultural aspects of both the native culture and the target culture.

General Conclusion

General conclusion

The major goal of teaching English as a foreign language is to communicate successfully and effectively with native speakers, and been able to culturally understand others. Teaching culture helps learners to develop skills needed for adequate communication, and raises their attention to the differences between two cultures. Therefore, this research tried to investigate what extent teachers are aware of the importance of intercultural communicative competence in teaching process.

The study carried out through this dissertation attempted on first place to investigate teachers' perceptions and attitude towards the role of intercultural communicative competence in teaching English language; besides, teaching culture as skill in EFL classrooms. Thus, a quantitative method was conducted to answer the research questions through a questionnaire submitted to teachers of English of the department of English language at university of Mohamed Kheider Biskra.

This work is divided to three chapters. The first one dealt with English as foreign language, and provided a full description about the methods and approaches that should be used in teaching language skills, such as the grammar-translated approach, the direct approach...Also, it shed the light on culture as a fifth skill that should be focused on EFL classrooms. The second chapter focused on providing definitions to the concept culture, its elements, and its importance in teaching. Moreover, it highlights the role of ICC in enhancing learners' achievements in classrooms. The final chapter presents the analysis of obtained data and the interpretation of the results.

The results revealed that the majority of the teachers are aware of the role of ICC in teaching process, and they incorporate it in their methods of teaching through different

techniques such as the culture bound topics, comparing between the native culture and the target one. In addition, the results showed the awareness of teachers of intercultural communication aspect; intercultural knowledge, intercultural attitudes, intercultural skills, and critical cultural awareness, that facilitate the teaching/learning process.

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Appendices

Teachers' Questionnaire

Dear Teacher,

This questionnaire is intended to gather information as accomplishment to a master degree dissertation. It aims to investigate about teachers' perceptions towards the role of intercultural communicative competence (ICC) in teaching English language. Thus, you are kindly requested to respond to this questionnaire. Your contribution will be of great importance for the accomplishment of our dissertation.

Please tick (✓) in the appropriate box or write a complete statement whenever necessary

Thank you in advance for your effort, time and collaboration.

Part one : General Information

1. Gender : a) male b) female
2. Experience of teaching (How long have you been teaching English?)
 - a) 1-5 years
 - b) 5-10 years
 - c) 10-15 years
 - d) 15-up years
3. Education degree :
 - a) Magister degree
 - b) Doctorate degree
 - c) others

Part two : Teaching English Language

1. As a teacher of a foreign language, what do you think the objectives of teaching English are?

- a) To help learners speak English fluently.
- b) To promote students' understanding of their native culture and the target culture.
- c) To help students communicate with English speakers.

2. While teaching English, do you put much focus on :

- a) Teaching reading skill.
- b) Teaching listening skill.
- c) Teaching writing skill.
- d) Teaching speaking skill.

3. During teaching English, do you put more focus on

- a) The linguistic competence.
- b) The pragmatic competence.
- c) Communicative competence.
- d) The intercultural communicative competence.
- e) All of them.

4. What is the suitable method in teaching English in your opinion?

- a) The grammar translation method
- b) The direct method
- c) The audio-lingual method
- d) Situational method
- e) Suggestopedia

Part three : The Intercultural Communicative Competence

1. How do you evaluate the students' level of competence in communication?

- a) Good
- b) Acceptable
- c) Poor

2. In case it is not the expected level, do you think the reason has to do with :

- a) The student himself
- b) The method used

3. How do you conceptualize culture ?

.....

.....

.....

4. Do you compare between the target culture and our own culture ?

- a) Yes
- b) No

5. Which aspects of culture do you consider the most important in teaching a foreign language?

- a) Beliefs, values, and behaviors.
- b) Rules and norms.
- c) Symbols and myths.

6. Are you familiar with intercultural communicative competence?

- a) Yes
- b) No

7. Do you incorporate intercultural communicative competence in your teaching?

- a) Yes
- b) No

8. If yes, in what way?

.....

.....

.....

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

a) Yes

b) No

10. Do you think that the intercultural communicative competence helps enhancing students' proficiency level and thereby developing their achievement in learning a language (English)?

a) Yes

b) No

11. If yes, how ?

.....

.....

.....

12. Which aspects of intercultural communication do you think are more important to be taught?

a) Intercultural knowledge

b) Intercultural attitudes

c) Intercultural skills

d) Critical cultural awareness

e) All of them

13. How can cultural diversity fostered in classrooms ?

.....

Thank you for your collaboration

الملخص

أصبح تعلم وتدرّيس اللغة الإنجليزية كلغة أجنبية متجذراً بعمق في مفهوم الثقافة وكفاءة التواصل بين الثقافات. الدراسة الحالية بمثابة تحقيق حول دور كفاءة التواصل بين الثقافات في تدرّيس اللغة الإنجليزية في فصول اللغة الإنجليزية كلغة أجنبية.. كما يهدف إلى اكتشاف تصورات المعلمين تجاه الثقافة كمهارة ، و ICC كعنصر حاسم في تدرّيس FI؛ جامعة محمد خيضر بسكرة. البحث عبارة عن دراسة وصفية باستخدام الاستبيان وأجاب عليها ثلاثة وعشرون (23) مشاركا من نفس الجامعة ، وتم تحليل النتائج كميًا. أظهرت النتائج أن المعلمين كانوا على دراية بأهمية الثقافة كمفهوم ومهارة، وكذلك دور الكفاءة التواصلية بين الثقافات في تدرّيس اللغة الإنجليزية كلغة أجنبية