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**Investigating the Role of Intercultural Communicative Competence
in Teaching Culture to Enhance EFL Students Intercultural Awareness.
The Case of Master 02 EFL Students and Teachers at Khenchela
University**

**Research work submitted to the Department of English as a
partial fulfillment of the requirements for the Master's Degree in English
(Language and Culture)**

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DEDICATION

ThankyouAllahforhelpingustoreachthismoment.Thankyouforgivinguspowerandpatienceto finishthiswork

Wededicatethismodestworktoourbelovedparentswhoselovealwaysstrengthenourwillandprovideuswith encouragement.

Toourdear brothers andsisters who arealways supportingus.

Toallourteachersthroughoutourcareerofstudy.

Toall thosewho are forgottenbyour pensand never forgottenbyheart

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ABSTRACT

Learning English as a foreign (EFL) or a second language (ESL) has become tightly related to the notion of culture. Therefore, it would be irrelevant if the learners know nothing about the people who speak the language and the country where it is spoken. This research is an investigation about the role of Intercultural Communicative Competence in enhancing learners' Intercultural Awareness of Master II students of English at Khenchela University; in other words, the knowledge that Master II students have and the beliefs they hold about culture likely affect their awareness toward ICC. The research opts for the questionnaire with both Master II students and teachers at Khenchela University, 60 students and 7 teachers from the same university. Moreover, the data obtained were quantitatively analyzed, and the results highlight that teaching ICC improves students' intercultural awareness and competence. At the end, learning about a foreign culture has positive and negative influence on learners' attitudes.

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

FLT: Foreign Language

Teaching **ESL:** English as Second

Language **ELT:** English Language

Teaching **CT:** Culture Teaching

CA: Cultural Awareness

ICC: Intercultural Communicative Competence

GTM: Grammar Translation Method

CC: Culture Competence

CA: Cognitive Approach

CLT: Communicative Language Teaching

TL: Target

Language **Big C:** Big

Culture **Little C:** Little Cu

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General Introduction

1- Statement of the Problem

Nowadays, English is considered to be the most useful language in the entire world, it is a universal language; as a result of globalization and technology. Therefore, people around the world started learning this language so they can communicate easily with others, no matter where they are from or what language they speak. Algeria, like most countries of the world, considers English as a foreign language which comes after the mother language "Arabic" and the second language "French". Except for the primary schools, all the Algerian schools are teaching the English language as a foreign language.

Learning a new language is not only related to grammar and vocabulary, not even to the four skills namely; listening, speaking, reading, and writing. Learning a new language means learning about a particular group of people; their way of thinking and living, their past and present, and particularly their culture. Being a foreign language teacher is not easy because you are in a case of making your learners aware about new things, new ideas, and new ways of living which is totally different and stranger from their culture and society. There is a strong and solid relationship between culture and language, it means learning the culture of people before learning the language itself just to be able to interact effectively and appropriately. This idea was named by the scholar M. Byram as **Intercultural Communicative Competence, or what is known as ICC**. The concept of ICC is basically created to ameliorate the channel of communication between different cultures and to avoid falling in both negative impact and misunderstanding on the level of communication.

2- Research Questions and Hypothesis

The central focus of this study is how to improve learner's intercultural comprehension and awareness in order to be able to react correctly in any given situation. Therefore, the following research questions were asked:

- 1- What are the outcomes of using Intercultural Communication in EFL classes?
- 2- What is the importance of ICC in the process of learning?
- 3- What are the possible solutions that could be provided as a salvation from this intellectual clash?

Thus, in order to answer the above mentioned questions, the following hypothesis is formulated and will be tested:

*The integration of ICC improves EFL student's awareness of differences between cultures, and raises their awareness.

3-Aims of the Study

Regarding the importance of ICC as a part of EFL teaching and learning, the current study aims to investigate the impact of ICC on rising EFL student's intercultural awareness, and to raise both teacher's and student's attention about its importance in learning a foreign language.

4-Literature Review

The concept of culture has been very complex throughout centuries, since it manifests itself both in patterns of language, thoughts and in forms of activity and behavior which is not constant but variable within different ethnic groups, geographical environment. Tomalin (2008) considers culture as the fifth language skill, in addition to listening, speaking, reading, and writing; he assumes we could argue that the teaching of culture should include cultural knowledge, cultural values, cultural behavior, and cultural skills (development of intercultural sensitivity and awareness).

The idea of communicative competence is originally derived from Chomsky's distinction between competence and performance. By competence, Chomsky (1965) means, the shared knowledge of ideal speaker-listener set in completely homogenous speech community. The framework model of communicative competence presented by Usó-juan and Martínez-flor (2006) includes five components: discourse competence, linguistic competence, pragmatic competence, intercultural competence, and strategic competence. The main aim of their framework is to show how the four language skills serve to build discourse competence for communicative purposes, while highlighting the importance of intercultural component which is represented as a circle enclosing all five components. As Baker (2011) stated, intercultural competence has been identified as one approach to systematically conceptualizing and investigating the knowledge, attitudes, and behavior associated with successful intercultural communication.

It is necessary to distinguish between intercultural competence and intercultural communicative competence. Communicative Competence was developed by Hymes (1972) in

response to Noam Chomsky's (1965) theoretical concept of competence. The concept of intercultural communicative competence (ICC); however, is defined as the ability to understand culture, including one's own and to use this understanding to communicate with people from other cultures successfully. ICC may involve the understanding of how gestures and the distance between speakers differ from culture to culture. As explained by Tran (2015, P.30) who asserts that **ICC is the ability which enables one to effectively and appropriately interact in a language other than one's native language with others from different linguistic and cultural background.**

Tran and Doung, (2015) asserts that ICC is one of the must-to-have skills to ensure a harmonious community. Particularly, in the EFL setting, ICC can enhance teachers' and learners' knowledge, attitudes, behaviors, and skills so that their intercultural awareness is meaningfully increased to avoid communication breakdown, cultural shock and conflict.

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

5-Research Methodology and Design

5.1. Research Methodology

In the present study, we will opt for a quantitative descriptive method which is defined by Cohen et al (2007) as a research method that describes the characteristics of the population or phenomenon studied. This research methodology focuses on the “What” of the research subject than the “Why”. It is the suitable method that helps in investigating the impact of ICC on students' intercultural comprehension and awareness.

5.2. Population

This study will be conducted in the department of Letters and English Language at ABESS LAGHROUR University –khenchela-, where second year Master students and teachers have been selected as a sample. In other words, the knowledge that Master 2 students have and the beliefs they hold about culture likely affect their awareness toward ICC. Also, the reason behind choosing such type of research is that it focuses on understanding the phenomenon under investigation within its natural settings and objectives.

5.3. Data Gathering Tools

In the current investigation we will use the questionnaire as an instrument for gathering data from both teachers and students. This questionnaire is considered as an important tool of collecting data, it gives the researcher the benefit to gather a large amount of diverse data within a short period of time and with less energy. It contains many types of questions including closed, open questions and mixed questions....etc.

6-Structure of the Research

Concerning the structure of this work, it consists of two main chapters. The first chapter is concerned with the literature review; it is a theoretical background for the sake of introducing this issue. It also includes definitions and explanation of some important concepts and review the relation between them. The second chapter is practical where the research methodology and the different procedures used to collect data from the sample population are being presented; in addition to data analysis and interpretation. Furthermore, recommendations and suggestions are provided in attempt to develop the students' intercultural communicative competence.

Chapter One:
Intercultural Communic
ative Competence

Introduction

Teaching Intercultural Communicative Competence is not a process in which teachers transmit knowledge to students, but it is one in which students construct their communicative competence based on their initiative Cultural awareness. ICC has become an integral part of EFL classroom in which language and culture are to be seen as one entity. Chapter one represents the theoretical part of this extended research in which some definitions and clarification of the main concepts which build up this research study are being introduced. It is devoted to elucidate ICC; it gives first an overview about culture, its background history, approaches, as well as its relationship with language teaching. Second, it sheds light on communicative competence with its various types. Then, this chapter gives insights about ICC dimensions and models ending up with the transformation from CC to ICC.

I. Section One: Culture and**Language Teaching****1-The Notion of Culture**

Historically speaking, the term culture is considered to be one of the hardest words in the English language. Due to its complex nature, culture has always been an elusive term that is difficult to be concisely defined.

Psychologists who compare individuals from different nationalities or ethnic groups often observe differences between them on certain dependent variables such as age, gender, educational level, and more, produce a statistical effect that seems to account for the differences, yet there are some other variance remains unexplained. In this case, it was common practice until recently to refer to an obscure residual called „Culture“.

1.1. Defining Culture

Culture is generally understood in its anthropological sense “something everybody has” Hudson (1980, p. 73). In this case, it is defined as a way of life which reflects how we think, feel, and relate to others. It is the glue that binds a group of people together. Culture refers to a set of perspectives shared by a group of people and reflected in their actions, relationships, communities and artifacts. The key to understand culture as it relates to communication is developing an awareness and acceptance of different perspectives (Andrew 2013).

Americans simplify the dichotomy between the two senses of culture by distinguishing between “big C” and “little C”. Kramsh (1989, P.1)

1.2. Big C Culture VS Little C Culture

Halls (1976) created what is called the cultural iceberg in which he separated culture into visible part named the Big Culture, and invisible part which covers 90% of the iceberg called the Little Culture. Some visible forms of culture include food, holidays, art, literature, fashion, and festivals. In contrast, the remaining 90% are mainly about communication style, verbal and non-verbal language, symbols, cultural norms, how to behave, myths and legends... etc. Little forms of cultures are those small and unconscious things which really shape and build our culture. We cannot live without little culture, and we can never communicate correctly without it because both language and culture are interrelated.

1.3. The Relationship between Culture and Language

Studying a language is unlike studying any other subject. In addition to reading, writing, listening and speaking, students need to be aware of how to interact using a language, but in different and uncommon situations and contexts that are often very different from their own. Many curricula, including those of Alberta, include culture as something that students need to learn when studying a language. It is an absolutely essential part of the second language class because without incorporating culture students lack an important component of the language learning process.

Culture is a key component in giving the students a well-rounded education in the chosen language because it provides a context for understanding one's own culture (Goode et al. 2000). Edward Sapir in his studies with Benjamin Lee Whorf recognized the close relationship between language and culture concluding that: "It is not possible to understand one without knowledge of the other." Wardhaugh (2002, P.220)

2-Culture in Language Teaching

The role and status of culture in language teaching has always been a challenging issue for teachers. Their conception and opinion may be very different regarding the meaning of culture and the possibilities of incorporating cultural content into the language content process. These differences can result from their previous experience as language learners, from what they have learnt along their training process, and from the various possibilities they have had to come into direct contact with the target culture. The cultural content taught in language classes may also be influenced by the extent of differences between the native and target cultures.

Generally, in language teaching, the emphasis is on the development of four separateskills: listening comprehension, reading comprehension, writing, and speaking. However,language teachers and scholars often refer to a fifth skill, which is culture. It is difficult to imagine language without referring in one way or another to the target culture; therefore,culturehas always beenpresent in the teachingprocess.(Kovacs. 2017, P. 73-74)

2.1. Approachesof Culture

In language teaching, the theory, philosophy and principles underlying a specificgroup of teaching practices is called an approach (Longman Dictionary of LanguageTeachingandAppliedLinguistics,2002).However,intheliteratureonteachingcul- ture, the term is used in more relaxed way only a few approaches seem to constituteatheoryoraphilosophy.

Broadly, the approaches can be classified in different ways. They can be dividedinto two; those that focus only on the culture of the country whose language is studied(the mono-cultural approach) and those which are based on comparing learners’ ownandthe other culture(thecomparativeapproach).

2.1.1. TheMono-CulturalApproach

The term mono-cultural is used in several fields to refer to a single homogenousculture that emphasizes diversity. In the United States, a western or white hegemonicculturehasbeenemphasized.Underthismono- cultureperspective,dominantAmerican cultural values, expectations, and behaviors are presumed to be superior tovalues of other cultures. Thus, to the degree that minority groups internalize the mono-cultural world view of the dominant group, those groups come to see themselvesthroughthe perspectiveof thedominant group. Kraner(2003)

This theory is represented by what is called „the foreign cultural approach“ which is based on the notion of single culture and focuses on the culture of the country where the language is spoken.

2.1.2. The Comparative Approach

This approach emphasizes that foreign culture should be related to learner's own culture...Byram (1991, P.13) claims that instead of providing learners with “a one-way flow of cultural information” they should be encouraged to reflect on their own and foreign culture. The comparative approach draws on the learner's own knowledge, beliefs, and values which form a basis for a successful communication with members of culture. So, this approach does not involve evaluation but not in terms of comparison

with something which is better, but in terms of improving what is all familiar (Byram and Planet, 2000, P. 189).

2.1.3. The Multicultural Approach

The multicultural approach draws on the idea that several cultures exist within one culture. It focuses on the ethnic and linguistic diversity of the target country as well as on the learner's own culture. Risager (1998) also stressed that a balanced and anti-racist view of cultures should be involved. It also emphasizes the principle that cultures are not monolithic. This approach aims at developing the mediator's competence: intercultural and communicative competence. The latter which enables the learners to use the language as lingua franca, speaking with people who on one hand belong to the society where the target language is spoken but on the other hand belong to a different culture.

2.1.4. The Transcultural Approach

It deals with a foreign language as international language which aims at teaching the learners how to use it for international communication. In this case, it could be argued that it is not necessary at all to link the foreign language to any specific culture. In other words, it is impacted by the fact that many people speak a foreign language as a lingua franca. Byram (1997, 55) contends that although it is possible to introduce topics which are of universal significance in all cultures, so this approach denies to link between language and culture.

3-The Notion of Culture in Different Teaching Methods

For many years ago, teaching English passed through several methods which are basically followed in order to facilitate the learning process. Each of these methods is based on some principles and each of them came as a reaction to the previous one. The priority of teaching culture was given by all these teaching methods but not equally. The literature review indicates that different approaches to language teaching approached the issue of integration of culture in various ways, emphasizing different aspects of culture to be included in their teaching program. Abolghasem (2010) points out that cultural awareness and understanding of second language is enhanced through culture teaching in foreign language class. So, here is a clear picture of how culture teaching has been viewed under various circumstances and through the eye of different approaches throughout the history of foreign language teaching.

3.1. Grammar Translation Method (GTM)

River and Omaggio (1986), among others, criticized GTM for not paying attention to authentic spoken communication and the social language variation and not

offering any concern for the teaching of cultural awareness, at least on every day level. Some educators such as Long-Fu (2001), however, believe that a close examination of the technical characteristics of the method result that GTM was constantly involved in the comparison of two languages through translation, hence forced into implicitly recognizing that language is closely interwoven with culture. Long-Fu (2001) refers to the teaching of Latin dialogues or colloquy as a good example of the inclusion of teaching culture in GTM. He stated that the culture involved in this method refers only to high arts of a country, which many do not contribute significantly to the student's ability to function linguistically and socially while facing a foreign reality in daily social interaction, not to full understanding of the foreign people which absolutely gave birth to the next teaching method named the direct method.

3.2. The Direct Method (DM)

This method received its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids with no recourse to student's native language (Diller, 1978). One of the main characteristics of DM is that the use of culturally oriented pictures makes students aware of some everyday situations they might encounter in the foreign culture (River, 1968; Omaggio, 1986). Larsen-Freeman (2000) states that culture in DM consists of history of people who speak the target language, the geography of the country or countries where the language is spoken, and the information about the daily lives of people who speak the language. Regardless of what was already mentioned, there are many limitations in this method which helped in the creation of the cognitive approach.

3.3. The Cognitive Approach

In this approach, the language learner is expected to acquire competence with the consciousness in a meaningful manner as a necessary prerequisite to the acquisition of performance skills (Long-Fu, 2001). The cognitive psychologists in the late 1960's, like Ausubel, placed a great importance on meaningfulness and organization of background knowledge in the learning process; however, the cultural orientation of language teaching was not clear as in the communicative approach (Omaggio, 1983).

3.4. The Communicative Approach

Finocchiaro and Brumfit (1983) maintained that communicative language teaching (CLT) provides for the teaching of everyday real-world language use in a variety of socio-cultural situations in which features of pronunciation, vocabulary, grammar, and culture are selected and graded according to their priority in actual communication. CLT intends to place foreign language teaching in clearly defined social and cultural context in line with the socio-linguistic viewpoint that language is generally influenced by the society, economics, culture, and people using it as well (Long-Fu, 2001).

Section Two: Communicative Language Teaching

1- Communicative Competence:

1.1. Definition

Communicative Language Teaching involves developing language proficiency through interactions embedded in meaningful contexts. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. A central concept of the communicative approach to language teaching is Communicative Competence (CC). This concept was first proposed by Hymes (1972) in an essay where the sociolinguist argued for a linguistic theory which could focus on "the capacities of persons, the organization of verbal means for socially defined purposes, and sensitivity of rules to situations" (p.292). Hymes was reacting to Chomsky's famous distinction between competence and performance. Moreover, Chomsky (1965, p.3), Hymes (1972) recognized the distinction between competence and performance as a contemporary interpretation of a tradition leading back to Saussure theory of language "langue and parole."

For Hymes (1972) Communicative Competence thus includes speaker's knowledge of linguistic and sociolinguistic rules as well as their ability to use this knowledge in interaction. Communicative competence combines both the use of linguistic system itself and the functional aspects of communication. It is a dynamic and interpersonal construct; it is relative and it depends on the cooperation of the entire involved and Swain (1980) further developed this notion, identifying four dimensions of Communicative Competence: Grammatical competence, Sociolinguistic

competence, discourse competence, and strategic competence in order to be communicatively competent, according to Hymes (1972) and Savignon (1983).

In 1980, in an analysis and review of much research and literature regarding CC, (Canal), is not only the learned capacity of knowing the rules, but also to know what to say to whom and how to say it in a specific context.

1.2. Grammatical Competence

Grammatical Competence was defined by Chomsky, as the theoretical and practical knowledge of a limited number of grammatical rules, which allow generating an unlimited number of correct sentences Chomsky (1965). It can be assumed that the grammatical competence in the context of learning of a foreign language is a set of theoretical knowledge (rules) and language skills that are necessary and sufficient for students to construct correct sentences, to understand them, to monitor grammatical errors, to pass judgments about right and wrong linguistic forms, and to perform language testing tasks. Moreover, Brown (2007) stated that the grammatical competence encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics and phonology.

1.3. Discourse Competence

Discourse competence can be seen as the ability of a user and mainly a learner to arrange sentences in a sequence so as to produce coherent stretches of language. It includes knowledge of and ability to control the ordering of sentences. In other words, it is according to Brown (2007) "the ability to connect sentences [...] and to form meaningful whole out of series utterances. Discourse relates to how learners are able to observe the rules of cohesion and coherence in order to engage in meaningful communication (Canal and Swain 1980).

1.4. Sociolinguistic Competence

Sociolinguistic competence has been an integral competence as it includes learning pragmatic knowledge about how to use language appropriately. Meda and Dikilitas (2015) claimed that sociolinguistic competence plays a great role in communicative competence, thus involves pragmatic and sociolinguistic knowledge as well as the ability to use the language linguistically and socially regardless of the knowledge of code used in a country. Moreover, learners must develop the ability to use the language according to linguistic and situational (social) factors to produce context appropriate utterances. Likewise, interpreting the additional meaning conveyed through language variation is essential for successful communication.

1.5. Strategic Competence

Canal and Swain (1980) describe strategic competence as providing a compensatory function when linguistic competence of the language user is inadequate. According to Canal and Swain, "strategic competence consists of verbal and non-verbal communication strategies, and it is called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence." On the other hand, Tarone and Yule (1989, P. 105) believe that "strategic competence includes the ability to select an effective means of performing a communicative act and it is gauged not by degree of correctness, but rather by degree of success or effectiveness." According to Bachman (1990), strategic competence embraces all aspects of the assessment, planning, and execution of communicative tasks.

2- TheFive CsinaForeign LanguageTeaching

Students learn linguistic, communicative and intercultural abilities in order to effectively communicate and appropriately relate content in a variety of cross-cultural situations. Their cultural values, worldviews and attitudes are important to build an interrelationship with communities where the foreign language is spoken.

It is vital that the instructor offers students a solid ground for interrelationships and substantial opportunities for them to develop their intercultural communicative competence. Activities should be well planned to instigate meaningful participation from the students.

Based on the principle that language and communication are at the heart of human experience, the American Council on the Teaching of Foreign Languages (ACTFL) has developed the *National Standards for Foreign Language Education*. The Standards propose that all students should be “linguistically and culturally equipped to communicate successfully in the American society and abroad”. The Standards are based on 5 goal areas, known as the 5 Cs. These areas can be seen as „strategies“ for teachers who wish to prompt their students to be proficient and intercultural competent in the foreign language.

The 5Cs to be applied in the foreign language classroom are as following:

1. *Communication* – Students engage in conversations in a language other than English, exchange opinions in this language; interpret written and spoken discourse, present information and ideas for listeners or readers on different topics.
2. *Cultures* – Students demonstrate an understanding of practices, products and perspectives of the culture studied.

3. *Connections* – The study of a foreign language and culture becomes a bridge to the content of other disciplines. Students recognize different viewpoints and perspectives in order to further their knowledge in various fields.
4. *Comparisons* – Comparisons with other languages and cultures in many layers enhance the development of insights into the new language and culture.
5. *Communities* – Participation in multilingual communities at home and around the world enriches the language learning experience and serves to build relationships.

3- Intercultural Communicative Competence (ICC)

Intercultural communicative competence is the ability to communicate effectively and appropriately in various cultural contexts. There are numerous components of Intercultural Communicative Competence. Some key components include motivation, self-perceptions and background, others' knowledge, and tolerance for uncertainty. Initially, a person's motivation for communicating with people from other cultures must be considered because it reflects his or her desire to foster intercultural relationships and be intrinsic or extrinsic (Martin & Nakayama, 2010). Then, knowledge is considered as an important part in building Intercultural Communicative Competence. It includes both self and other's awareness, mindfulness, and cognitive flexibility. Building knowledge of our own cultures, identities, and communication patterns makes more than a passive experience (Martin & Nakayama, 2010).

Developing cultural self-awareness often requires getting out of this comfort zone. Listening to people who are different from us is a key component of developing self-knowledge. This may be uncomfortable because we may realize that people think of our identities differently than we thought. Unfortunately, the most effective way to

develop other knowledge is by direct and thoughtful encounters with other cultures. However, people may not readily have these opportunities for a variety of reasons. Developing self-and other-knowledge is an ongoing process that will continue to adapt and grow as we encounter new experiences. Mindfulness and cognitive complexity will help us to build our intercultural communicative competence (Push, 2009).

Additionally, tolerance for uncertainty refers to an individual's attitude about a level of comfort in uncertain situations (Martin & Nakayama, 2009). Some people perform better in uncertain situations than others and many others not because they are in a case of wondering what they should or should not do or say. Situations of uncertainty most often become clearer as they progress, but the anxiety that an individual with a low tolerance for uncertainty feels may lead them to leave the situation and end up the conversation or otherwise to communicate in a less competent manner which directly breaks down the flow of the conversation. (Push, 2009)

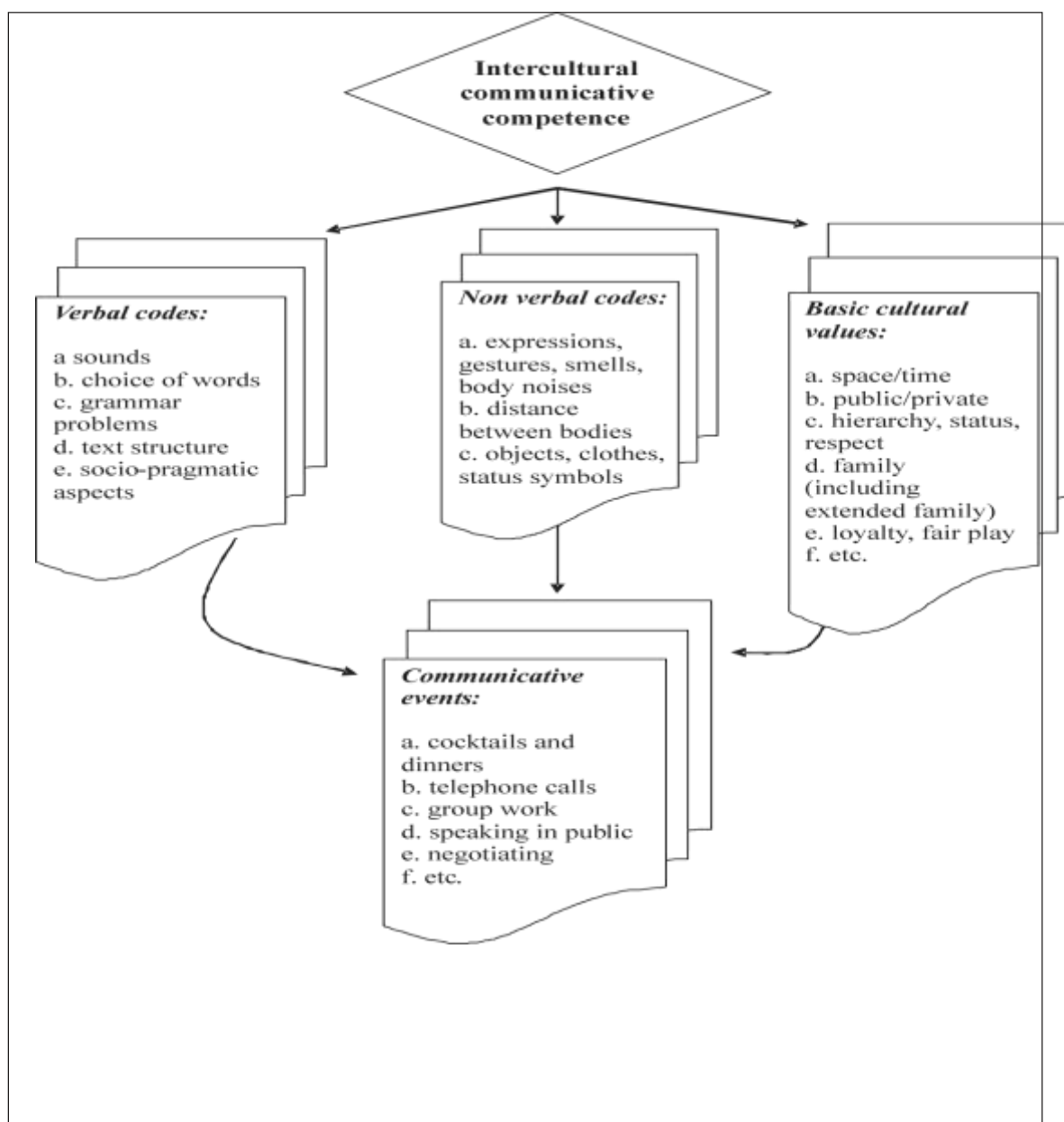


Figure1: Intercultural Communicative Competence (Balboni, P, E. P. 2006, P. 16)

3.1. ICC Dimensions in Language Teaching

Developing intercultural communicative competence has become a shared goal among most researchers and educators in the field of language education. Learning a foreign language is not only knowing about how to use it for reading and speaking purposes, but it is also about how to communicate with people who have different cultural identities.

Centralizing the concept of intercultural communicative competence is of high importance, most specifically in ELT classrooms, because of the need of not only the current ELT learners but also because of the future prospective teachers of English. According to Baker (2012), ELT classrooms are the appropriate place for ICC elaboration to develop students' intercultural communicative awareness (ICA) and to prepare them to communicate in a multicultural context. Accordingly, there are five dimensions in the composition of intercultural communicative competence:

Attitudes: openness and curiosity, readiness to suspend disbelief about other cultures and belief about one's own. In other words, a willingness to relativize one's private values, beliefs and behaviors, not to assume that they are the only possible and naturally correct ones, and to be able to see how they might look from outside perspectives. Simply, it can be called the ability to "decenter."

Knowledge: of social group and their products and practices in one's own and one's interlocutor's country, and the general processes of societal and individual interaction. So, knowledge combines two major components; knowledge of social processes, and knowledge of illustrations of those processes and products.

Skills of Interpreting and Relating: the ability to interpret a document or event from another culture, to explain and to relate it to documents or events from one's own.

Skills of Discovery and Interaction: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

Critical Cultural Awareness: an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices, and products in one's own and other's cultures and countries



Figure2:5 Dimensions of Intercultural Communicative Competence.(Byram1997, P.323)

3.2. ICC Models

The concept of intercultural communicative competence has been studied through various theoretical lenses. Some of the well-known models of ICC in the intercultural communicative literature are the anxiety/ uncertainty Reduction model (Gudykunst, 2002); the Identity Negotiation Model (Ting-Toomy 1993); and Spitzberg (1997) model of intercultural communicative competence.

This

through

no

means a comprehensive slant. On the other hand, there are few culture general models which have been developed so far in a setting which is dominated by the west (Arasaratnam; 2006).

Several researches suggest that models of ICC need further exploration among different cultures as well as further research is required to test and to enhance the model further by adding variables. (Arasaratnam, et al. 2010).

There are limited models that have been addressed in the west (Arasaratnam, 2007), but it is too difficult to find a culture general model that has been addressed in non-western contexts especially in Malaysia. The conceptual framework of the study is quite different from the previous models and unique as well. The previous models have not considered or overlooked the importance of religiously in the models of intercultural communicative competence. This conceptual framework is really valuable due to its importance in intercultural competence.

All these models of ICC proved to be essential in EFL classrooms. However, the rise of globalization and the learner's need to communicate and interact worldwide has led to the rethinking about efficiency of CC and calling for the alternative or something more effective, a competence that makes learners interact locally as well as globally (Byram, 1997).

4- From Communicative Competence to Intercultural Communicative Competence

The emergence of ICC can be considered as the combination of intercultural competence and communicative competence. The latter is defined as the ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment. (Chen and Starosta, 2011).

This relation between the intercultural competence and the intercultural communicative competence is expressed by Byram (1997), who refers to it as the ability to interact in different situations with different people from different countries and cultures. According to Byram (1997), to be intercultural competent is to have the ability to communicate with people from different countries and negotiate meaning and also to mediate between cultures; thus, there is a strong link between culture and linguistic, sociolinguistic, and discourse competence. Consequently, along with those competencies acquiring the cultural understanding promotes communication on the target culture.

According to Canal and Swain (1983) when learners communicate, they are actually developing their intercultural ability and all the linguistic and cultural content they receive contribute in a way or another in developing their ICC and gain positive attitudes respectively.

However, communicative competence has been viewed by some scholars who found that this notion lacks many aspects. They declared that the later theory is up to par, which means that being a native speaker in several languages is seen as a linguistic myth which seems to be logically unacceptable, it portrays monolithic perception of the native speaker's language and culture, by referring chiefly to mainstream ways of thinking and behaving. Consequently, there was a shift from this approach to the so-called intercultural communicative competence developed by Byram (1997) as a reaction to the drawbacks of the previous approach which is basically about being an intercultural speaker who is able to master several languages and deal with different cultures.

There is a difference between communicative competence and intercultural communicative competence in foreign language education, as demonstrated in the table below.

	CC	ICC
Main Goal	Target language and target culture	Relationship between languages and cultures
Model to Follow	The Native Speaker	The Intercultural Speaker
Development of Linguistic and Communicative Abilities:	How to use language in the foreign language context	Beyond foreign language context – attitudes, discoveries, critical awareness
Perspective	The other	Self in relation to the other

Table 1: Differences between Communicative Competence (CC) and Intercultural Communicative Competence (ICC). (Williams, T.p.216)

Conclusion

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

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

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

Chapter Two: Research Methodology and Design

Introduction

The first chapter dealt with some key concepts related to culture and language as well as the relationship between them in a foreign language classes. It also emphasized on the birth of ICC and its impact on raising the EFL learner's intercultural awareness. Therefore, this chapter is concerned with the practical part in which research methodology, sample as well as the instruments of data collection are clearly defined. The present chapter is also devoted to the procedures of data analysis, and the interpretation of the main results. At the end, this chapter puts forward some suggestions and recommendations for both students and teachers in order to enhance students' awareness about the importance of ICC in the process of language learning.

Section One: Research**Methodology 1- Research Design**

According to Creswell (1994), a research design represents a plan according to which data will be collected. In addition, Silverman (2000) maintains that the most important consideration in the choice of the paradigm emerges from the aim of the study. In other words, the nature of the phenomenon under study determines the methodology to be used.

There are two types of research approaches, namely, quantitative and qualitative. According to Cohen et al. (2000), a quantitative approach can be defined as an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures in order to determine whether the predictive generalization of the theory holds true. Cohen further asserts that a quantitative research method is associated with a positivist tradition and deductive in approach, relying on experimental design and statistical correlation. In contrast, a qualitative research paradigm refers to research that elicits participants' account of

meaning, experiences and perceptions about the nature of the phenomenon under study. Its central aim is to understand social life and meanings that people attach to everyday life (Creswell, 1994; McCoy, 1995)

Based on the main objective of this research which is to investigate the role of ICC in teaching culture to enhance EFL students' intercultural awareness; the suitable research paradigm is the quantitative research. The rationale for choosing a quantitative approach was firstly informed by the fundamental philosophical assumption that a quantitative approach is based on constructing reality by interacting with the social worlds from different dimensions or perspectives (Creswell, 1998). Guided by this, the researcher opted for the quantitative approach as the appropriate research paradigm that helps in a deep investigation and understanding to the main focus of the study, also which provides credible data and exact results concerning the topic.

2- Population and Sampling

This study has been conducted with both Master II students and teachers at the department of English at ABBESLAGHROUR UNIVERSITY in Khenchela. This selection was based on several factors like the complexity of the topic that requires advanced level students for a well understanding and corrects responding to the research needs, in addition to teachers' experience in the field.

Cohen et al. (2000, p. 92) maintained that, "the quality of a piece of writing does not only stand or fall by the appropriate type of methodology and instrumentation, but also by the suitability of the sampling strategy that is adopted." According to Anderson (1998), a sample comprises elements of a population considered for actual inclusion in the study, it can be viewed as a subset of subject drawn from the population in which we are interested. Sampling is a strategy which is used to select a sample of participants chosen from the whole population in order to gain information about the larger group

(McMillan & Schumacher, (2006); Johnson & Christensen, 1999). These participants are chosen on the basis of being knowledgeable and informative about the phenomenon under investigation (McMillan & Schumacher 2006).

Seaberg (1988, P. 240) defines sample as “a small portion of the total set of objects, events or persons that together comprises the subject of study.” More often, quantitative researchers are intentionally random in their selection of data sources.

2.1. Students’ Sample

The study was carried out with Master II students of English at ABBESLAGHOUR UNIVERSITY in Khenchela. **Master II students** have an experience more than 14 years learning the English language from middle school to university. One half, 60 students mixed between males and females, of the whole number of the population (120) had been selected randomly as a sample to conduct data and to make generalization as well. The participants are aged between 22 to 35 years old; all of them are License holders.

2.2. Teachers’ Sample

Seven teachers of master two degree were selected from the department of English to reinforce the investigation with valid and credible resources. The teachers had long period of experience in teaching, additionally some of them are holding their Doctorate in the field.

3- Data Collection Instruments

The questionnaires were opted for as the main tools for gathering data on the topic of the research. Brown (2001, P.6) defines questionnaire as “any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.” The questionnaire is widely used in almost by all the researchers up to its advantages:

- Questionnaires are very practical and efficient in comparison with other research tools as they save much time, effort, and money. A large group of respondents can be addressed in such a short period of time.
- Questionnaires are easy to administer, easy to code and analyze.
- Questions are standardized, this guarantees objectivity.

As far as this work is concerned, the researcher used two questionnaires; one of the teachers and one of the learners.

3.1. Students' Questionnaire

The questionnaire is used as an instrument to collect data, and it is administered collectively. In other words, it is addressed to Master two students in their classrooms on 14th March 2021 during the session (Group one 13:00, Group two 14:00, Group three 15:00). Thus, students have got a chance to know about the purpose of the study, to recognize the relevance and its importance, and to ask for clarification. The questionnaire starts with an introductory paragraph that gives students a clear idea about the research topic. Furthermore, the questionnaire contains several types of questions, and it is divided into three sections: the first section consists of five (5) introductory questions related to the participants' own personality. Then, the second section tackles the issue of teaching and learning culture through nine (9) questions. And finally, the third section tends to get detailed answers concerning the main topic of the research which is ICC. It consists of agree or disagree scale and an open question.

3.2. Teachers' Questionnaire

The second questionnaire, on the other hand, is delivered to Master two teachers from 9th to 13th May 2021. It is built upon fifteen (15) questions divided into three sections; each section aims at a specific purpose. The first section was mainly about

background information, the second one is about teaching culture within teaching a foreign language, and the last one emphasizes the main topic of the investigation (ICC).

Section Two: Data Analysis and Interpretation

1- Data Analysis

This section is devoted to the procedures of data analysis and the interpretation of the main results, in addition to some suggestions and recommendations for both students and teachers to help enhance students' awareness about the importance of ICC in the process of language learning.

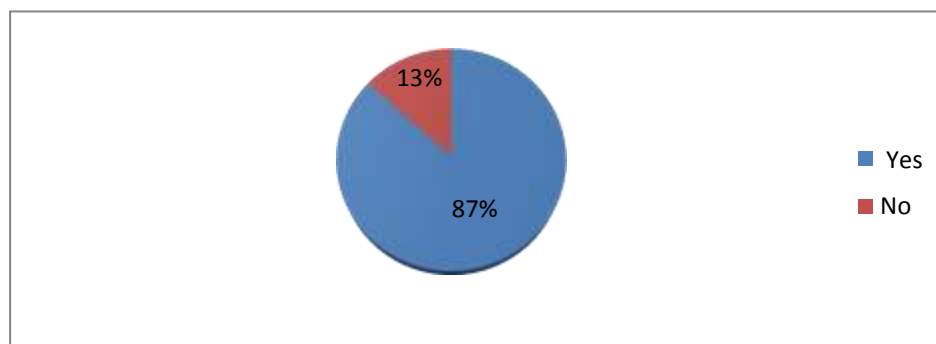
2- Analysis of Students' Questionnaire

This questionnaire aims at investigating students' views and awareness on the impact of ICC in enhancing their learning. It was addressed to sixty (60) Master's students at the University of Khanchela. Each question will be analyzed and discussed separately.

Item 1: Does studying the English language from your own choice or not?

Options	Students' Number	Percentages
Yes	52	87%
No	8	13%

1-Studying the English Language



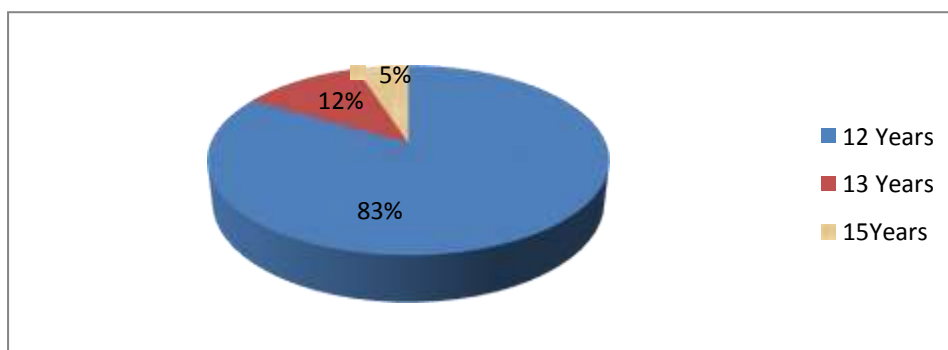
1-Studying the English Language

From the above figure, it is seen that the majority of the students have selected to study the English language. It was a free choice for 87% from the whole population, whereas; for the remaining 13% it was not a free choice.

Item 2: How many years have you been studying the English language?

Options	Students' Number	Percentages
12 years	50	83%
13 years	7	12%
15 years	3	5%

2- Years of Study



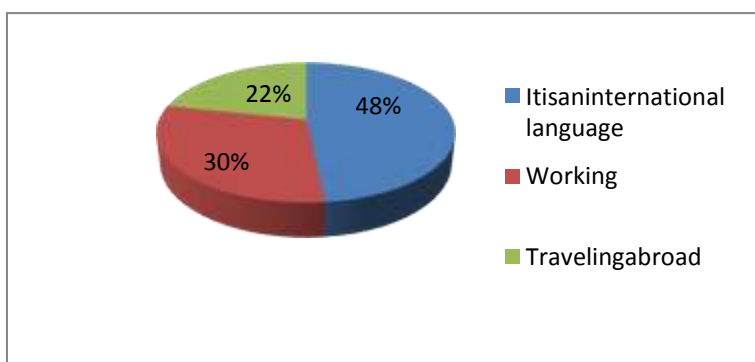
2- Years of Study

Based on student's answers, 83% of them studied English as a foreign language for 12 years, those who are regular students who have started learning English from their first year in middle school to university and never failed. As for 12% which represents seven (7) students had 13 years and just 5% had 15 years studying the English language which can be explained either by a failure or a change in the field of study.

Item 3: You choose to study English at a university because

Options	Students' Number	Percentages
It is an International Language	29	48%
Working	18	30%
Traveling abroad	13	22%

3- Reasons behind Studying English at University



3-Reasons behind Studying English at University

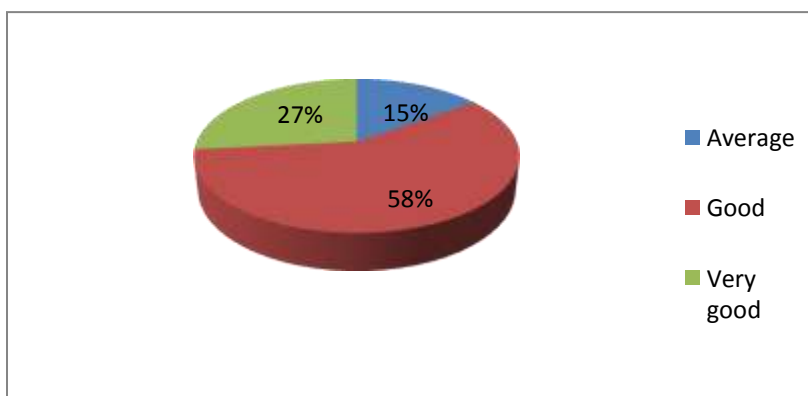
As it is shown above, it is observed that 48% said that they chose English because it is an international language and lingua franca that is used nowadays in the entire world. However, 30% responded that they selected it for working purposes. Whereas, only 13 students (22%) said that their aim behind choosing English at university is traveling abroad.

One student responded that it was her/his sister's choice and another one said because she/he loves this language.

Item 4: How do you evaluate your level in English?

Options	Students' Number	Percentages
Average	9	15%
Good	35	58%
Very good	16	27%

4-Students' Level



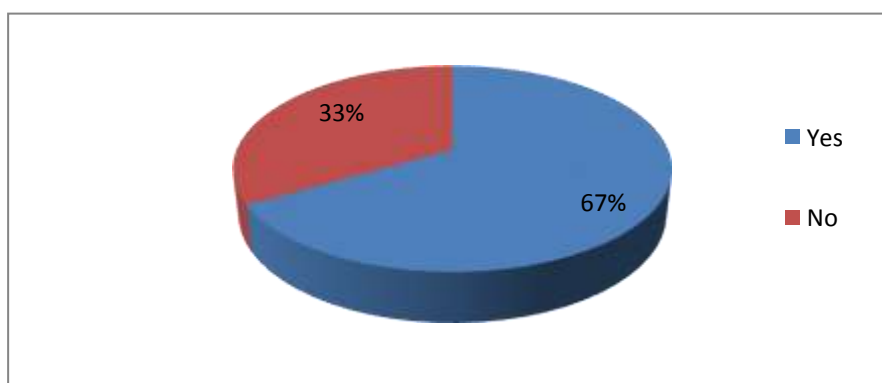
4-Students' Level

The above mentioned diagram shows that 15% from the population saw their level in English average because they still make mistakes; and for 58% of the informants are good in English. In addition, 27% of them are very good which means that they master the language and they are fluent speakers.

Item 5: Do you prefer to be an English teacher in the future?

Options	Students' Number	Percentages
Yes	40	67%
No	20	33%

5-Preference of being a Teacher in the Future



5-Preference of being a Teacher in the Future

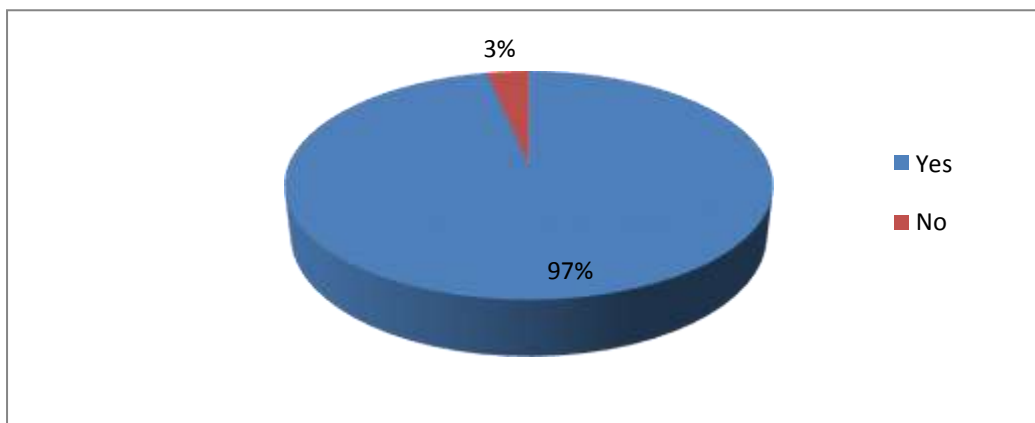
The given statistics concerning students' preference in being a teacher in the future show that the majority of them are seeking to be English teachers for the following reasons: it is the only choice, to help people to overcome the language barriers and share knowledge, personal

interest, and for financial reasons as well. On the other hand, 33% of the students justified their choice of refusing to be a teacher because it is not from their interest and for anger management issues and some others said that it takes too much time and tiresome.

Item 6: When learning a foreign language, is it important to learn about its culture?

Options	Students' Number	Percentages
Yes	58	97%
No	2	3%

6-The Importance of Learning Culture along with Language



6-The Importance of Learning Culture along with Language

In this diagram, it is quite clear that most of the students agreed that learning a foreign language is tied with learning about its culture, which means that they go hand by hand. This view was justified by much evidence including the following: “culture is the core of any language and they can never be separated, Culture represents the fifth skill in learning a foreign language, learning about natives” culture helps to react effectively and appropriately within different situations, also leads to awareness development.” In contrast, only 2 students or 3% from the whole population believed that learning culture is not important in learning a foreign language because it is useless and what is important is the language itself.

Item 7: In your curriculum, is there a course that is based on teaching the English culture?

Options	Students' Number	Percentages
Yes	60	100%
No	0	0%

7-Teaching Culture Course



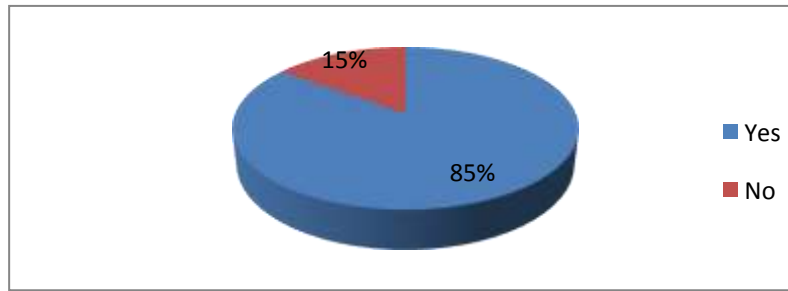
7-Teaching Culture course

It is quite clear that all of the students had a course that is basically about teaching the English culture, its components and its importance, naming it Teaching Culture Course. It is strongly agreed that this course is considered as one of the fundamental courses in the curriculum and which is given much importance and value comparing to the other courses.

Item 8: Does this course help you to develop your cultural background?

Options	Students' Number	Percentages
Yes	51	85%
No	9	15%

8-The Development of Students' cultural Background through Teaching Culture Course



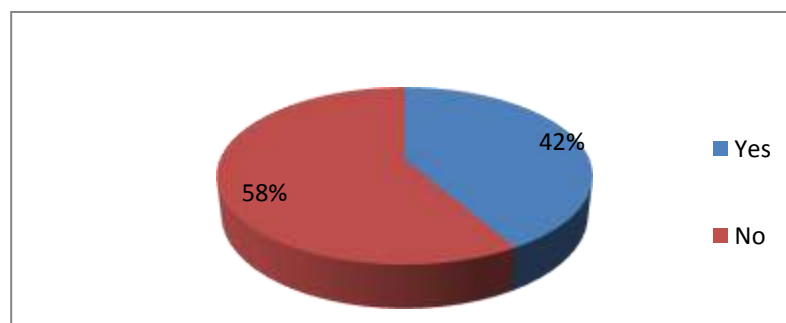
8--TheDevelopment of Students' cultural Background through Teaching Culture Course

This question was set to check students' views about teaching culture course and its benefit in the process of learning as well. Fifty one of the participants (85%) agreed that this course is very beneficial it is helpful for cultural background development. Nine students (15%) did not agree with this point and they claimed that this course has nothing to do in the process of learning.

Item9: Do you face difficulties in understanding some cultural aspects?

Options	Students' Number	Percentages
Yes	25	42%
No	35	58%

9-Cultural Aspects Misunderstanding



9-Cultural Aspects Misunderstanding

It is noticed from the result above, 42% of the student faces some difficulties in understanding some of the cultural aspects that are mainly considered as the keys of effective communication. Some of the mentioned aspects are values and beliefs, idioms and proverbs, festivals and traditions, in addition to etiquettes and social norms. These aspects decide about the succession of any conversation. i.e. Losing one of them may create a gap while communicating with others. However, 58% of the students did not face any difficulties in understanding the cultural aspects and this is a good point that raises the level and the fluency of the conversation.

Item 10: In your opinion, what are the reasons behind this misunderstanding?

Options	Students' Number	Percentages
The Influence of the Native Culture	20	33%
Course Content	14	23%
Learners' Level	26	44%

10-Reasons of Cultural Misunderstanding

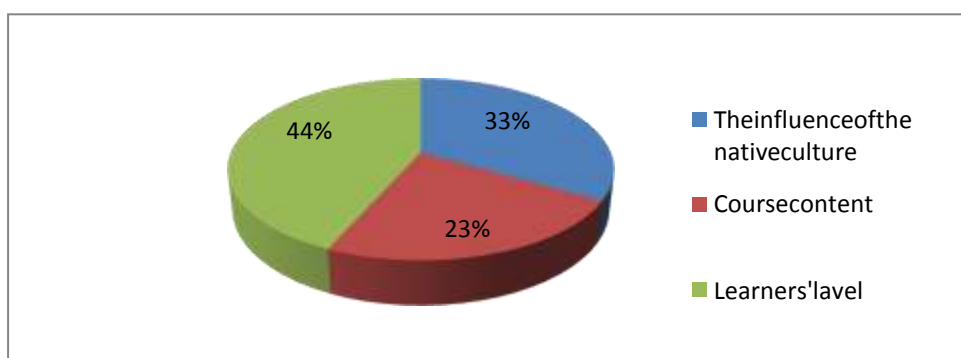


Figure 10: Reasons of Cultural Misunderstanding

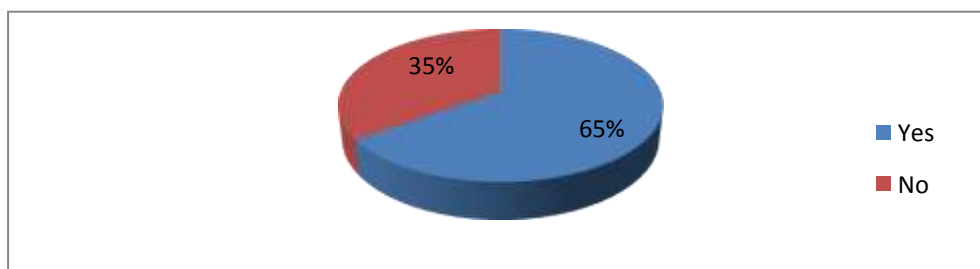
According to the results obtained from this figure, students' opinions differ from one to another basing on their experiences and perspectives. 33% of the students agreed that the main reason of the cultural misunderstanding that affects negatively the flow of the communication process is the influence of the learners' mother culture. The latter who takes apart in peoples' life from their birth, so it is very hard to accept new ideas or replace it with something different and stranger. On the other, 23% of the informants

think that course content is the reason behind the cultural clash; they believe that the amount of knowledge provided by the teachers is not enough to make the learners able to respond correctly within any situation. In this case, teachers must reinforce their courses by other and effective aids in order to fill the gap. Unlike, the remaining 44% consider the level of the learners as the main reason behind this misunderstanding. If a learner is competent enough he would never face such kind of problems during the communication

Item 11: Did you find it hard to deal with proverbs and idioms?

Options	Students' Number	Percentages
Yes	39	65%
No	21	35%

11-Difficulty in Understanding Idioms and Proverbs



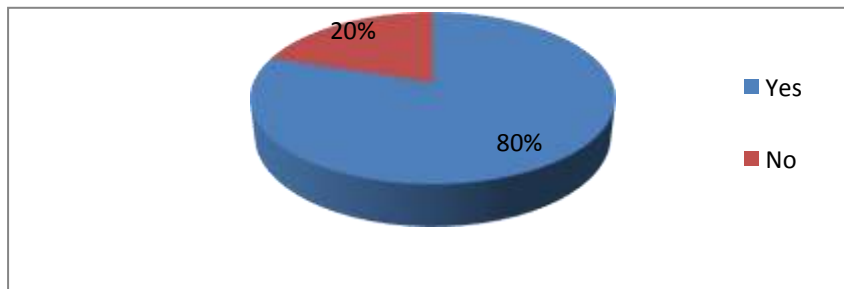
11-Difficulty in Understanding Idioms and Proverbs

This figure reveals that most of the students find difficulties in dealing with idioms and proverbs which mainly shapes people's culture. These people may fall in unexpected situations while using the foreign language. **Whereas,** 21 students (35%) do not face difficulties in understanding proverbs and idioms. These students have the capacity to react easily and correctly.

Item 12: Do you try to learn the English culture outside the classroom?

Options	Students' Number	Percentages
Yes	48	80%
No	12	20%

12-Learning the English Culture outside the Classroom



12-Learning the English Culture outside the Classroom

The majority of the learners (80%) used to learn the English culture outside the classroom via chatting with natives, watching English movies and series and TV channels, analyzing political speeches as well as reading books and novels. Unlike, 20% are not interested in learning the English culture in their daily lives because they feel bored or they do not even have time to do so.

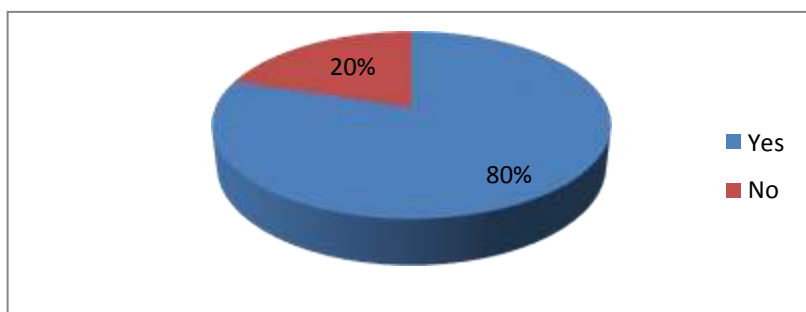
Item 13: What can you advise for the English students in order to learn about the English culture outside the classroom?

In this questions a number of advice are given the participants in order to motivated EFL learners to learn the foreign culture outside the classroom. Some on these **advices** including chatting with foreigners via social media in order to be aware about their way of thinking and living as well and also to exchange the cultural aspects with each other. A further reading is also a good way to raise the students' awareness about the foreign culture like books, novels, short stories.... Watching documentaries, videos, movies and listening music especially RAP are very helpful to discover the real world of the English native speakers.

Item 14: Have you noticed any changes in your behaviors (way of thinking, interest, Fashion, and language) within the process of learning English?

Options	Students' Number	Percentages
Yes	48	80%
No	12	20%

13-Students' Behavioral Changes



13-Students' Behavioral Changes

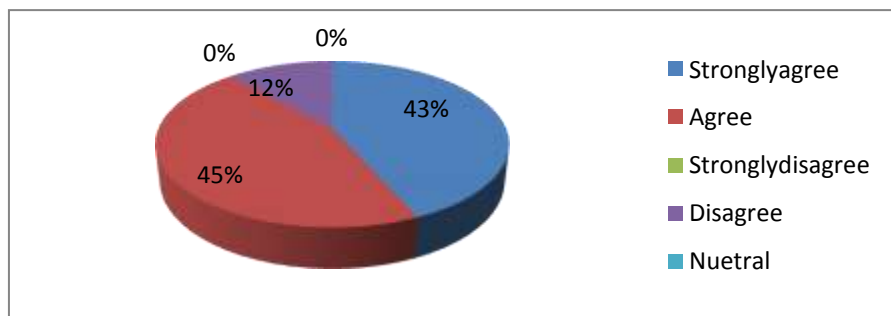
The 14th question was mainly about the students' development and changes in their personalities as well as their daily lives during being EFL learners; including their way of thinking and behaving, their daily language, their addresses, and their interest. It aims at exploring the effects of the foreign language and the target culture on the students. After conducting data, 80% of the students have noticed many changes in their behaviors. This is reflected, as they said, in their way of dressing, thinking and behaving (acceptance of the other cultures, exploring new things and developed thoughts, being open minded) in addition to some bad behaviors. However, 20% of them did not notice any changes which mean that they are not influenced by the foreign language and they remain as they are.

Item 15: Put a tick in the appropriate column in the table (Strongly agree/agree/strongly disagree/ disagree/ neutral)

1st statement: Learning a foreign language is related to understanding its culture.

Options	Students' Number	Percentages
Strongly Agree	26	43%
Agree	27	45%
Strongly Disagree	0	0%
Disagree	7	12%
Neutral	0	0%

14- Understanding the Foreign Culture



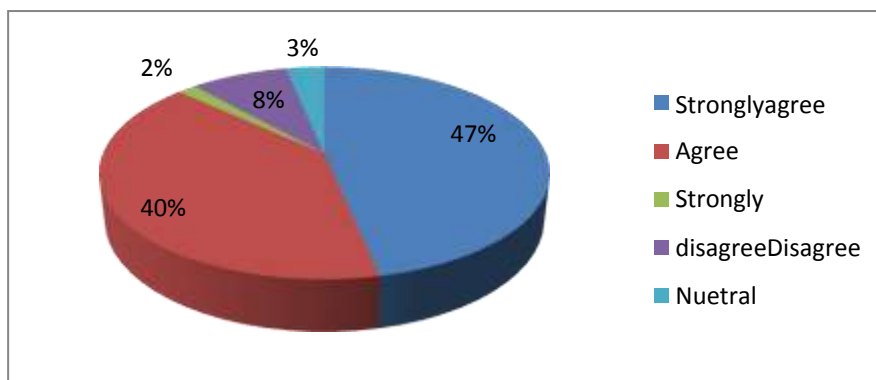
14- Understanding the Foreign Culture

From this diagram, 43% of the students agreed strongly with the idea of learning a foreign language is related to understanding its culture, and 45% agreed with them. In contrast, just 12% of the population disagreed with this statement, so they believe that there is no relationship between learning a foreign language and understanding the cultural aspects.

2nd statement: A successful communication requires being an intercultural speaker.

Options	Students' Number	Percentages
Strongly Agree	28	47%
Agree	24	40%
Strongly Disagree	1	2%
Disagree	5	8%
Neutral	2	3%

15- Being an Intercultural Speaker



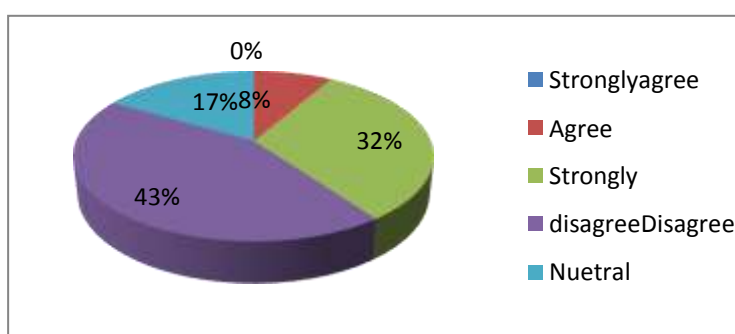
15- Being an Intercultural Speaker

This statement tells that any the successful of any communication is depending on being intercultural speaker. The later which highlights that in order to communicate correctly using a foreign language, it is not important to be a native speaker, but you should have knowledge about its culture. You can be a native speaker just in one language, yet you can be an intercultural speaker in more than one language by being familiar with the foreign culture. 47% of master two students strongly agree with the statement and 40% agreed as well. 3% are being neutral; one student (2%) strongly disagrees in addition to the other 8% which disagree with this statement.

3rd statement: When learning a foreign language, learners' attitudes are negatively impacted.

Options	Students' Number	Percentages
Strongly Agree	0	0%
Agree	5	8%
Strongly Disagree	19	32%
Disagree	26	43%
Neutral	10	17%

16-Negative Impact of Learning a Foreign Language on Learners' Attitudes



16-Negative Impact of Learning a Foreign Language on Learners' Attitudes

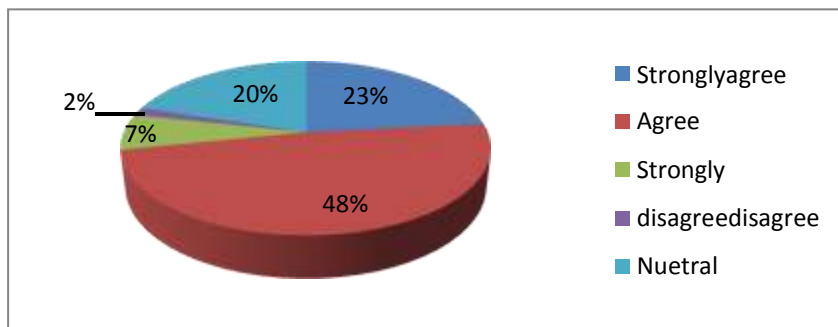
It was found that 43% of the informants disagree with the negative impact of learning a foreign language on students' attitudes, and 32% strongly supported them. 17% of them are

being neutral and only 8% agree that learning a foreign language affects negatively the students' attitudes.

4th statement: When learning a foreign language, students' attitudes are positively impacted.

Options	Students' Number	Percentages
Strongly Agree	14	23%
Agree	29	48%
Strongly Disagree	4	7%
Disagree	1	2%
Neutral	12	20%

17-Positive Impact of Learning a Foreign Language on Learners' Behavior



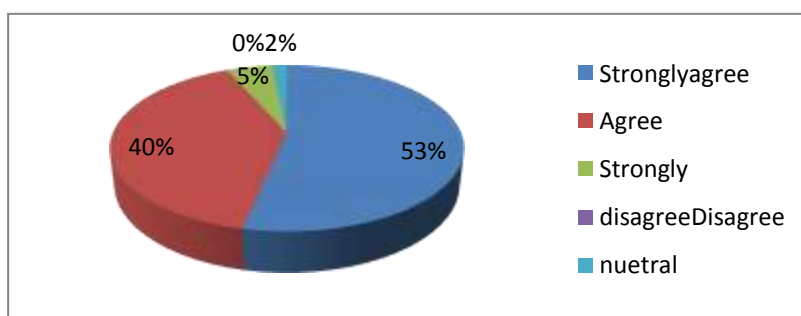
17-Positive Impact of Learning a Foreign Language on Learners' Behaviors

In contrast to the previous statement, 48% of the students agree that learning a foreign language affects positively students' attitudes and 23% strongly agree with them. 20% are neutral, just one student (2%) disagrees and the remaining 7% disagree.

5th statement: Teaching cultural aspects of the target language develop student's communicative competence.

Options	Students' Number	Percentages
Strongly Agree	32	53%
Agree	24	40%
Strongly Disagree	3	5%
Disagree	0	0%
Neutral	1	2%

18-Students' Communicative Competence Development



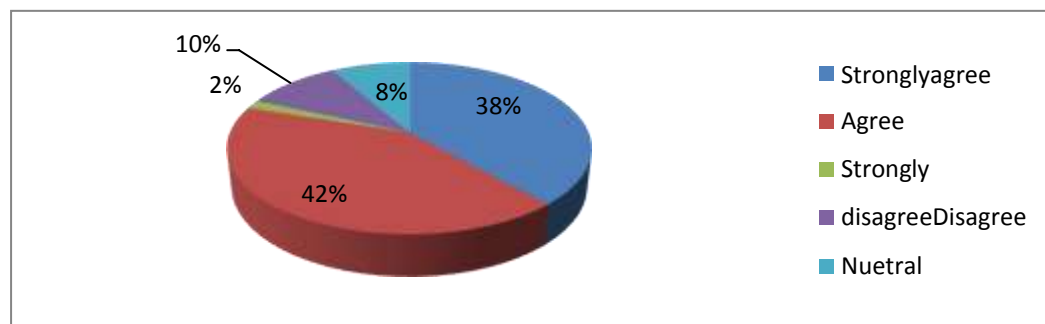
18-Students' Communicative Competence Development

It is noticed from the results above, 53% strongly agree that teaching cultural aspects of the target language develop students' communicative competence in addition to 40% agree with this point. Whereas, 5% disagree with the statement and 2% are being neutral.

6th statement: Teaching Big C and Little C makes the students' intercultural competent individuals.

Options	Students' Numbers	Percentages
Strongly Agree	23	38%
Agree	25	42%
Strongly Disagree	1	2%
Disagree	6	10%
Neutral	5	8%

19-Teaching Big C and Little C



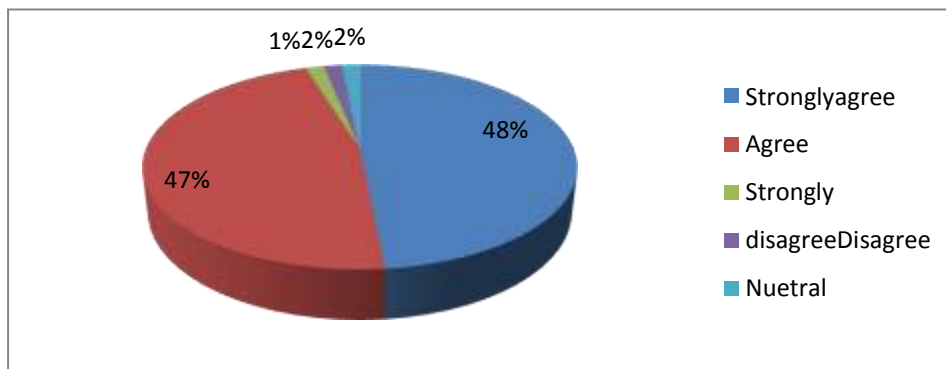
19-Teaching Big C and Little C

Most of the students 42% agree that both Big C and Little C must be taught in order to raise the learners' competence on that target culture. Also, 38% strongly agree that Big C and Little C are important in making the learners intercultural competent individuals. On the other hand, 10% of the students disagree and 2% strongly disagree with this statement. 8% are being neutral in their views.

7th statement: The role of ICC in developing students' cultural awareness.

Options	Students' Number	Percentages
Strongly Agree	29	48%
Agree	28	47%
Strongly Disagree	1	1%
Disagree	1	2%
Neutral	1	2%

20-The Role of ICC



20-The Role of ICC

This statement aims at getting detailed views concerning the focal point of this research paper which is the extent to which ICC helps in developing the EFL students' intercultural awareness. Most of the sample 48% strongly agree that ICC helps in improving students' intercultural awareness and to avoid cultural clash, as well as enhancing their communicative skills in English since communication is very important in learning any language. 47% of the same sample share the same view and agree with this statement. Nevertheless, 2% disagree and one student (1%) strongly disagrees. 2% are being neutral.

Item 17: What would you suggest as solutions to face this possible of intellectual collapse and intercultural clash?

The last question in students' questionnaire aims at giving the participants choice to share some suggestions that may help in avoiding cultural clash situations and misunderstanding. The participants provided a variety of solutions to this clash. First, the FL learners should be aware about cultural differences and they should accept this variety and try to understand correctly the target culture. Also, students should never ignore people's values and beliefs. As for teachers, they should avoid dealing with contradicting and sensitive topics inside the classroom and they should reinforce the courses with audio-visual aids (videos, role play) in order to deliver the message correctly. Using literary works analysis and making a sort of comparison with the students' own culture may also help to raise their intercultural awareness.

1.2. Interpretation of Students' Questionnaire Results

As it was mentioned before, this questionnaire was answered by one half of the whole population (60 students) to gain their views and opinions concerning the role of ICC in teaching culture to enhance students' Intercultural Awareness. From the analysis of the questionnaire, it has been shown that studying the English language at university was a free choice for most of the students (87%) and they have been studying it for at least twelve years which with no doubt tell that they are familiar with the language rules and constructions. Basically, the main reason behind this choice was for being it as an international language (48%). Additionally, high number of the students evaluated their level in English as good which opens for them the opportunity to prefer to be English teachers in the near future in order to share knowledge and to raise the level of the English language teaching in the country.

As for the importance of teaching culture within teaching a foreign language, 97% of the students agreed with that because culture is a part of any language and it is considered as the fifth skill in FL learning; thus, only 3% believed that culture is not important and has nothing to do with teaching a foreign language. Moreover, all students mentioned that they already had a course in their curriculum which emphasizes on teaching different cultural aspects namely; teaching culture. This course had helped 85% of the students in developing their cultural background, but for 15% it is the opposite. Furthermore, 58% of the students do not face any difficulties in understanding some cultural aspects; nevertheless, 42% find some difficulties in understanding the cultural aspects because of their complexity and differences in meaning in different situations such as values and beliefs, festivals and traditions, and social norms and customs. 43% of the population believes that the main reason behind this cultural misunderstanding is the learners' level which needs more personal efforts. 33% of the same population think that the influence of the native culture is the reason; and as for the remaining 23% which believed that it is because of the course content i.e. the amount and the nature of knowledge provided to the learners.

Then, 65% of the students find it hard to deal with proverbs and idioms and their usage in different contexts. This is what pushes the majority of them (85%) to learn the English language outside the classroom in order to develop their understanding via chatting with natives, watching movies and videos, reading books and novels, in addition to watching the English channels like BBC. Besides, the students advised to get benefits from social media by exchanging the cultural aspects with foreigners, watching documentaries and series, as well as listening to songs.

Moreover, 80% of the participants had noticed changes in their behaviors within the process of FL learning such as a way of thinking, personal decisions and choices, behaviors and

etiquettes, fashion and daily language, in addition to some behaviors as well. However, 20% of them do not notice any changes.

Furthermore, 45% have agreed with the statement that tells that learning a foreign language is related to understanding its culture. 46% of the informants agreed strongly that a successful communication requires being an intercultural speaker. On the other hand, 43% disagree that students' attitudes are negatively impacted; whereas, 48% of them claimed that their attitudes are positively impacted. 53% strongly agree that teaching cultural aspects of the target language develop students' communicative competence, yet only 5% strongly disagree with that. 42% of the sample agreed upon the combination of both Big C and Little C make the students intercultural competent individuals, in contrast; 10% disagree and believe that it not necessary to deal with both of the; 8% are being neutral with this issue. 48% of the informants show clearly their strong agreement towards the role of ICC is to develop students' cultural awareness, and 47% of them agreed with that. In addition, only 2% are being against this idea.

Accordingly, the participants have suggested some solutions that can be used to solve intellectual collapse and to prevent cultural clash. These are summarized in being open minded and conscious about cultural diversity in the globe, in addition, do not ignore or underestimate with other cultures. Also, make sure that being subjective and use logic will facilitate the process of interaction with people from different cultures.

1.3. Analysis of Teachers' Questionnaire

The questionnaire is used as an instrument to gather as much as possible number of answers from the teachers in order to reinforce the research in one hand and in order to reflect their views concerning the issue that being investigated based on their experiences in the field as FL teachers. It is built upon 15 questions which cover various types of questions for the

sake of making it easy to answer and avoid boredom answered by seven Master two teachers in the English department. Here is the analysis of each question separately.

Item 1: How long have you been teaching the English language at university?

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Teacher 7
6 years	3 years	15 years	3 years	20 years	5 years	13 years

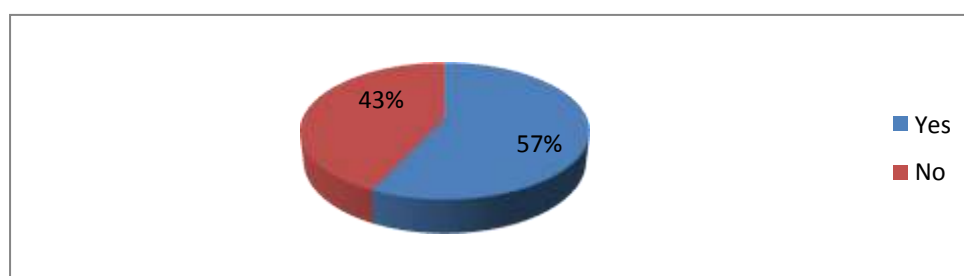
21- Years of experience

From teachers' answers, it is noticed that years of teaching varies from one to another, there are teachers who have been teaching for a long time period (13, 15, 20 years) which means they have experienced the field. As for others they have been teaching for 3 to 6 years.

Item 2: Did you face difficulties within the process of teaching?

Answers	Numbers	Percentages
Yes	4	57%
No	3	43%
Total	7	100%

22- Teaching difficulties



22- Teaching Difficulties

From the above figure, 57% of the teachers said that they do face some difficulties within the process of teaching and they justified their answers by giving some examples

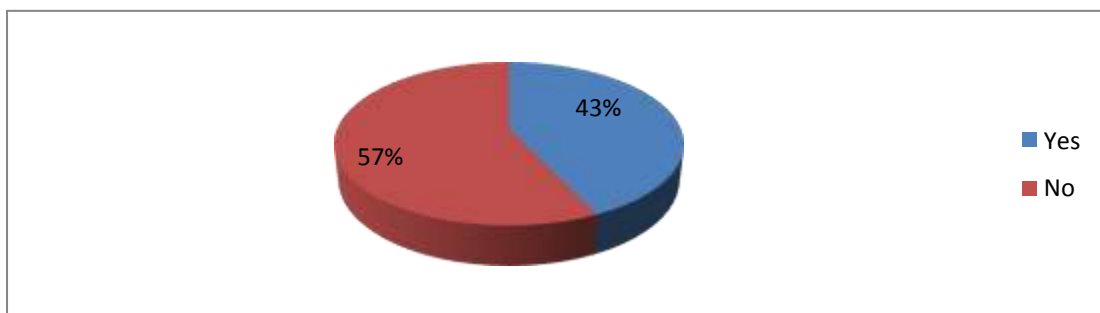
like the large number of the students in one class that needs more time and efforts, some references to different situations, complicated texts that may not be understood easily, and

lack of equipment as well. In contrast, 43% do not face difficulties during the teaching process.

Item 3: Did you find it hard to teach culture within teaching a foreign language?

Answers	Numbers	Percentages
Yes	3	43%
No	4	57%
Total	7	100%

23-Difficulty of teaching culture within teaching a foreign language



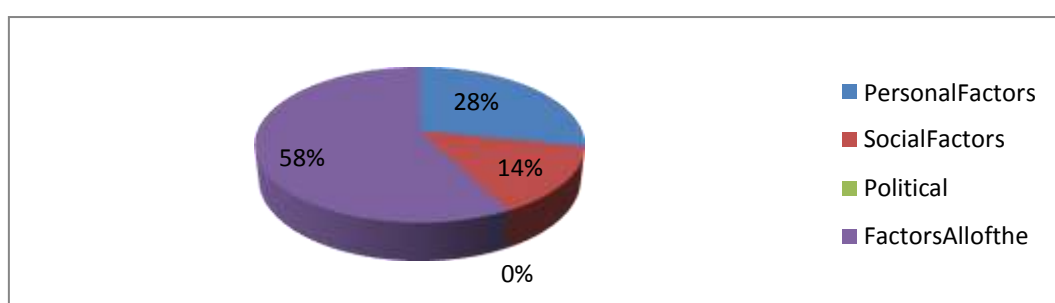
23-Difficulty of Teaching Culture within a Foreign Language

It is seen that 43% find it hard to teach culture within teaching a foreign language because of, based on their answers, lack of interest and great amount of cultural ingredients (implicitly and explicitly) that may create conflicts and challenges in FL teaching. However, 4 teachers or 57% believe that it is easy to teach culture within teaching a foreign language.

Item 4: According to you, what are the factors that may influence teaching of the target culture?

Answers	Numbers	Percentages
Personal factors	2	28%
Social factors	1	14%
Political factors	0	0%
All of them	4	57%

24-Factors Influencing the Teaching of the Target Culture



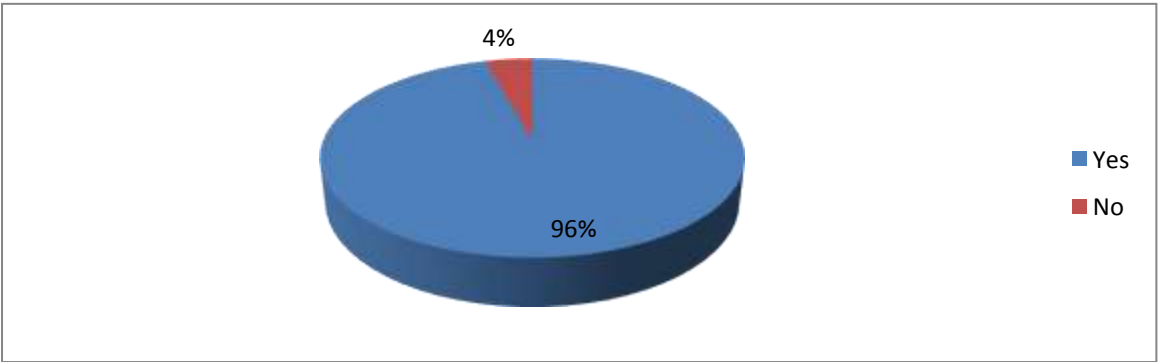
24-Factors Influencing the Teaching of the Target Culture

As it is shown the figure above, 57% of the teacher's sample believe that all of the mentioned factors influence the teaching of the target culture. Personal, social and political factors all together create an influence in teaching culture in EFL classes. Two teachers (28%) think that only personal factors could have an influence on teaching culture. Hence, just one teacher (14%) thinks that teaching culture is influenced by social factors. In addition, another factor was suggested by one of the teachers, institutional factors.

Item 5: Before starting the lecture, do you give the students the right to talk about their cross-cultural view?

Answers	Numbers	Percentages
Yes	5	71%
No	2	29%
Total	7	100%

25-Students' right in talking about cross cultural view



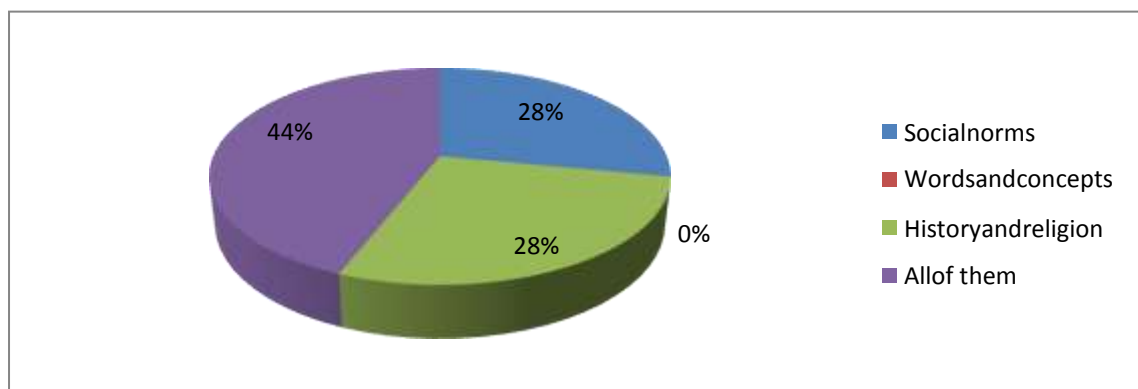
25-Students' right in talking about cross cultural view

The results shown above states clearly that most of the teachers 71% give their students chance to talk about and express their cross-cultural views before starting the lecture. These teachers used to do so because it reflects students' views and opinions towards other cultures. On the other, 29% of the teachers do not open the door for their learners to talk freely about their cross-cultural views; may be because it may create assort of noise and conflicts between the students or it might be sensitive for some of them. Each teacher is aware about what is suitable for his/her classes and what is important is to reach and cover all of the students' needs.

Item 6: Which aspect of culture do you consider most important in teaching foreign language?

Answers	Numbers	Percentages
Social norms	2	28%
Words and concepts	0	0%
History and religion	2	28%
All of them	3	44%
Total	7	100%

26-The important cultural aspect in TFL



26-The important cultural aspect in TFL

From the table, based on 44% of the teachers all of the social norms, words and concepts as well as history and religion are important in FL classes which mean they must be taught and should be given value and attention. 28% of them believe that social norms are the most important aspect in teaching culture. The same number, in contrast, believes that history and religion should be given priority compared to the other aspects.

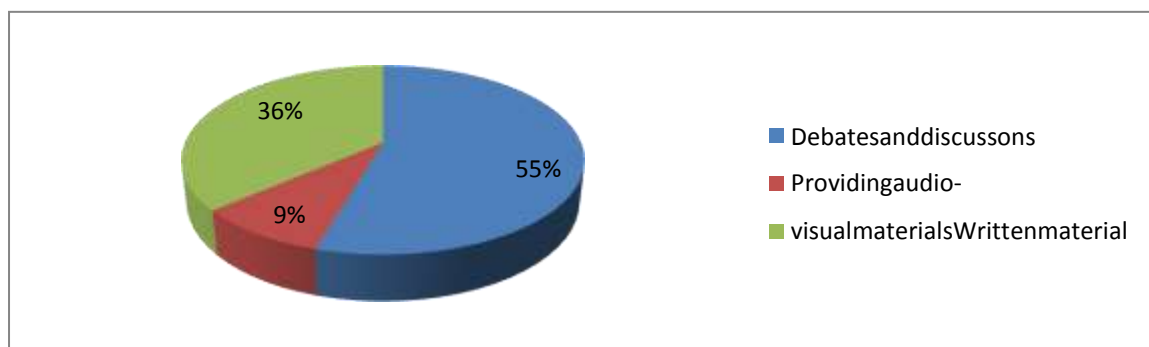
Item 7: How much do you face cultural misunderstanding during the lecture?

Concerning this question, all the teachers said (100%) said that they sometimes fall into cultural misunderstanding situations. That is depending of the course and basically on the nature of the lecture.

Item 8: In what ways do you create opportunities for your students to understand the foreign cultures? (Selecting more than one choice is allowed).

Answers	Numbers	Percentages
Debates and discussions	6	54%
Providing audio-visual materials (educational videos)	1	9%
Written materials	4	36%
Total	11	100%

27-Opportunities created to understand the foreign culture



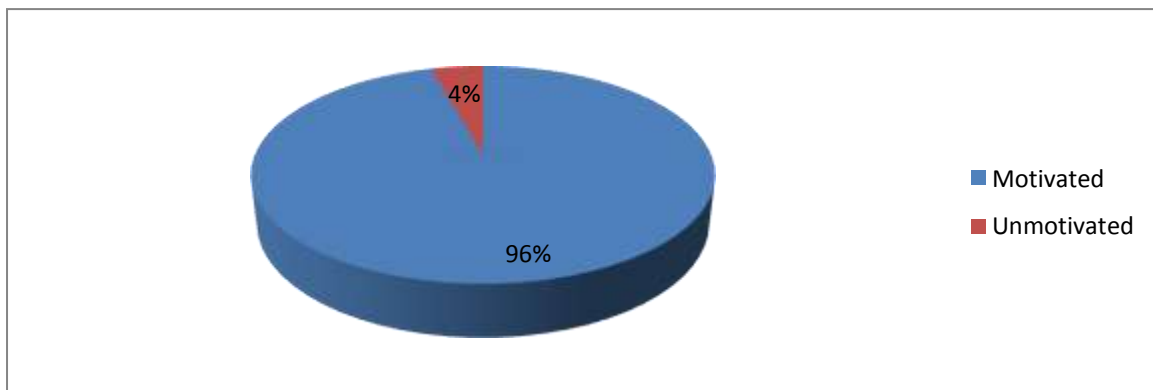
27-Opportunities created to understand the foreign culture

This question gives the opportunity to select more than one choice. As it is seen, most of the teachers selected more than one choice, 54% of the teachers rely on debates and discussions to exchange ideas in order to reach a correct understanding of the foreign culture. 1 teacher used to do that by providing audiovisual materials especially in oral expression course, as he mentioned. Therefore, 36% uses written materials which delivers the correct message directly to the students and make it easy to understand.

Item 9: How do you find the students' reaction while teaching foreign cultural aspects?

Answers	Numbers	Percentages
Motivated	5	71%
Unmotivated	2	29%
Total	7	100%

28-Students reaction towards FL Learning



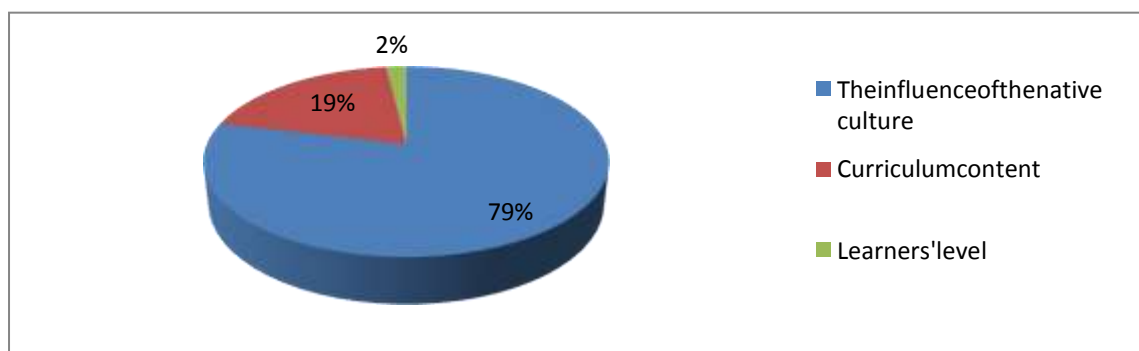
28-Students reaction towards FL learning

Regarding teachers' answers, 71% of them state that their students are very motivated during the lecture and they react positively while delivering a cultural cross, in addition they show great enthusiasm towards learning others' cultures. Nevertheless, 29% say that the students are not really motivated in doing so, because of many reasons such as fear of being influenced by some bad behaviors and some religious reasons.

Item 10: What do you think are the main reasons behind this cultural misunderstanding?

Answers	Numbers	Percentages
The influence of the native Culture	4	57%
Curriculum content	1	14%
Learners' level	2	29%
Total	7	100%

29-Reasons of cultural misunderstanding



29-Reasons of cultural misunderstanding

The figure above indicates that 57% of the teachers state that the main reason behind cultural clash and misunderstanding is the influence of the learners' native culture, let alone, their origins, religion and the acquired beliefs and values. Moreover, 14% think that curriculum content or the amount and the nature of the courses been taught does not highlight the essential issues related to teaching culture in FL classes. 29% of them believe that the problem is on the learners' level which needs personal efforts in order to understand correctly various cultural aspects of the TL.

Item 11: What role should ICC play in the process of teaching a foreign language?

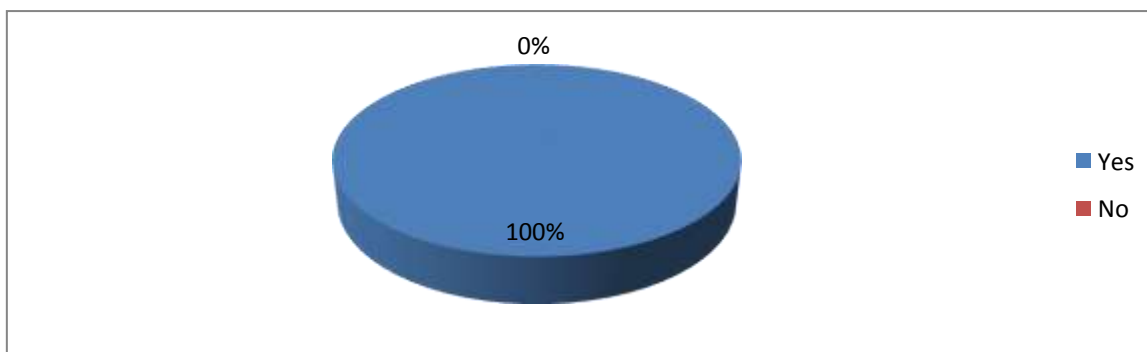
This question sheds light on the role of ICC in teaching a foreign language. Teachers give emphasis to this question and they provide several answers. They described the notion of ICC

a booster which rises students' motivation to know more about cultural diversity around the globe. They mentioned also that it is the door that enhances learners' cultural awareness in addition to their critical thinking. ICC keeps the flow of the communication which absolutely led to a better understanding of the target culture. Indeed, ICC takes an integral part in TFL process.

Item 12: Do you think that teachers should discuss the danger of negative behaviors of the target culture with their students?

Answers	Numbers	Percentages
Yes	7	100%
No	0	0
Total	7	100%

30-Discussing the negative behavior of the target culture



30-Discussing the negative behavior of the target culture

Concerning this question, all teachers said agreed that teachers should provide their students with enough information about the target culture even the negative points. There must be open discussion between the teacher and the students inside the classroom by which they deal with some negative behaviors and attitudes done by the target people or are included within the target culture. The participants were asked to give the objectives behind discussing the danger of some negative behaviors of the target culture, they claimed that making a sort of comparison between the native and the target culture makes the students see how things go in

real situations which will improve their realization and cultural awareness. It is compulsory to deal with such topics because they are considered as a risk to the native culture in general and to the society in particular. By doing so, teachers are protecting the students and guiding them to the right direction by avoiding such behaviors.

Item 13: Do you think that ICC should be given more emphasis in FL teaching?

The answers of this question show that all the teachers gave emphasis to the notion of ICC in EFL classes for several reasons. It gathers both language and culture and helps in understanding people from different and stranger cultures. It also has positive effects on students' awareness and opens opportunities to know more about the target language and its usage in different situations.

Item 14: Could you provide some guidelines that help in students' intercultural awareness?

As an outcome from the teachers' claims, developing intercultural awareness is a must for EFL classes. Their answers show that they almost apply the same techniques to do so. They all take into consideration the students' needs and interests as well as their social background and they give emphasis to the sociolinguistics, pragmatic competences and nonverbal communication.

Item 15: Do you have other suggestions for enhancing deeply ICC in EFL teaching?

Teachers suggested introducing authentic materials in order to enhance ICC in EFL classes and also to rely on new techniques of technology. They also suggested provoking students' interests and graduating the feeding up of the target culture to avoid culture shock.

1.4. Interpretation of Teachers' Questionnaire Results

This second instrument for data collection was another questionnaire submitted to seven teachers of Master 02 degree. It was selected to reinforce the research paper with something

authentic based on the teachers' experiences in this field and also to gain as much as possible number of answers in a short period of time without interruption or disturbance.

After analyzing the questionnaire which contains fifteen questions, it is clear that teachers have been working in the field since a long period of time, from 3 years to 20 years, which means that they are familiar with the teaching process and they experienced it very well. Yet, 57% of them still face some difficulties in the teaching process such as a large number of students which requires more efforts and time (overcrowded classes), and lack of equipment as well as some references to different situations. On the other, 43% of the teachers found it easy and they do not see these as problems. When it comes to teaching culture within teaching a foreign language, 43% of the teachers said that it is very hard because of lack of interest in the arena and cultural differences both explicitly or implicitly which may create kind of conflicts and challenges in the class. Therefore, 57% see that it is not hard to teach the target culture in EFL classes. The latter is influenced by all of personal, political and social factors, according to 57% of the teachers' sample. 28% of the teachers answered that teaching culture is only influenced by personal factors, and 14% believed that it is influenced by social factors only.

Moreover, most of the teachers (71%) gave their students the right to talk about their cross-cultural views; however, 29% of them do not. In addition, 44% give emphasis to the following cultural aspects; social norms, words and concepts, as well as history and religion. 28% of the teachers gave priority to social norms and the same number gave it to history and religion. Furthermore, all of the teachers sometimes face cultural misunderstanding during the lecture and they do create opportunities to deliver the message correctly to the students by opening debates and discussions (54%), providing audio-visual materials (9% especially in oral expression courses), and written materials (36%). Accordingly, 71% find their students motivated and active while dealing with cultural aspects, but for 29% they find their students

unmotivated. Teachers (57%) believed that this cultural misunderstanding is due to the influence of the native culture of the learners.

After that, Teachers stated, concerning the role of ICC in the process of FL teaching, that ICC is a booster which raises the learners' motivation and awareness towards the target culture. Also, by ICC students become open minded and critical thinkers and they become able to interact effectively and fluently within any situation. All in all, ICC takes an integral part in teaching a foreign language. Not only this, all teachers agreed that it is compulsory to discuss the danger of the negative behaviors of the target culture for the sake of raising students' awareness as well as to protect them from these behaviors which are seen as a risk or a threat to the students in particular and the society in general. In addition, they claimed that ICC gathers both language and culture which means that it enables the learners to master the language principles and rules and to use them in communication appropriately and effectively, that's why ICC must be given priority and value in the teaching process. Basically, they provided some guidelines that may help in students' intercultural awareness namely; taking into consideration learners' needs and interests, emphasizing on sociolinguistics, pragmatic competences, as well as nonverbal communication.

By the end, teachers have suggested the use of authentic materials and provoking the learners' interests with taking into account their cultural and social background before introducing any issue as solutions to enhance deeply ICC in EFL teaching.

3- Discussion of the Main Results

This extended research mainly aims at investigating the importance of ICC in EFL classes and its role in enhancing learners' Intercultural awareness. The investigation is based on students' and teachers' views towards ICC through two main instruments of data collection, two questionnaires, in an attempt to achieve a fruitful research.

First, from the two questionnaires' results, it is quite clear that both teachers and students see that ICC is very important in EFL classes and it takes an integral part in teaching

a foreign language because it deals with the target culture with its components and aspects. The latter which enhances learners' awareness and facilitates the use of the target language in real situations. It is also clear that ICC enables the learners to communicate effectively with natives regardless of existing cultural barriers. As an outcome, the research hypothesis was confirmed.

In addition, the results show that learners and teachers emphasized that ICC must be developed in EFL classes for the sake of rising the student's awareness as well as to prevent being influenced by some negative behaviors which are seen as a danger to the students' native culture. This means that teaching the target culture do not have positive outcomes but even negative ones. In here, the role of ICC is to decode cultural complexity and to release the ambiguity to the learners.

Furthermore, the results also maintains that the teachers must play a crucial role in the class in order to enable the students to avoid falling in cultural misunderstanding or intellectual clash by using certain strategies and relying on advanced tools during the lectures.

Implications

The current research work has centered on the role of ICC in teaching culture to enhance EFL students' intercultural awareness.

After having presented the background on the need to integrate ICC into EFL classes, it has been argued that language and culture are highly interrelated. And since the ultimate goal for EFL teaching is developing learners' intercultural awareness, EFL teachers and learners need to take into considerations certain strategies and techniques to reach the goal.

Based on the literature review and taking into account both teachers and students' opinions and views, collected via the two questionnaires, here are some suggestions for EFL teachers well as learners on how to incorporate cultural aspects in EFL classes in order to enhance students' intercultural awareness.

- Teachers should set clear objectives and successful instructional techniques to put cultural teaching into practice and to establish an intercultural understanding in the classroom.
- Teachers should give emphasis to big culture (big C) and little culture (little C) by creating situational activities and through role playing explain and demonstrate the differences in language use between the students' culture and the target one in similar situations so that students will be aware about good behavior and bad manners which directly improves their cultural awareness.
- Teachers should use authentic materials; an authentic environment should be made possible in the classroom. This could be achieved through the availability of didactic aids such as tape recorders and videos.
- ❖ Teachers should encourage students to do projects about the target culture topics. This would develop their research skills and raise their intercultural awareness.
- On the other hand, students should rely on personal efforts in order to understand clearly the target culture i.e. chatting with natives via social media, reading books, watching videos and documentaries, and listening music.

7-Recommendations for Further Studies

findings of this research may be the reasons of the birth of many other related problems concerning teaching culture within teaching a foreign language. The same research could be done within different languages in order to investigate the relationship between culture and language. Not only foreign languages, it can be investigated with the native and even second language for the same purpose. Other than this, future researches may appear in better settings with a smaller number of limitations which absolutely ends with exact and valid results concerning the issue. In addition, taking another perspective within

the same interest (ICC) seem to be valuable and effective to the field of teaching a foreign language.

6-Conclusion

Finally, the second chapter represents the practical part of the research which basically dealt with methodology of the research as well as results and discussions. It covered the methodology, sampling and setting, and research instruments. It also tackled the description of each instrument and its analysis. Based on the findings of the two questionnaires, it is noticeable that ICC plays a great role in teaching a foreign language and it enhances learner's intercultural awareness.

General Conclusion

Intercultural communicative competence has made significant changes in foreign language teaching and learning, incorporating intercultural knowledge is vital to ensure efficient learning that promotes EFL students' intercultural awareness. Though, the use of ICC approach in foreign language teaching/learning settings was to enhance students' intercultural awareness as well as to communicate effectively and appropriately in any given situation. This research intended to highlight the role of ICC in EFL classrooms.

This research work was divided into two chapters. The first chapter was primarily concerned with the theoretical background. It gave an overview about culture and its relationship with language, the importance of culture teaching and its main approaches. It also tried to shed light on ICC dimensions and models. The second chapter was devoted to the research methodology carried out in this study as well as the analysis of the collected data; it dealt also with the discussion and interpretation of the main results in addition to some suggestions and recommendations.

Overall, seven teachers and 60 students participated in the study, they were asked to answer the questionnaires about the role of ICC in enhancing EFL learners' intercultural awareness. After gathering and analyzing data, the results showed that the notion of ICC has an integral role in the foreign language teaching because it dealt in details with the target culture components which absolutely came with an effective and appropriate communication.

The notion of ICC must be developed in EFL classes by several techniques and tools to deliver the correct message directly to the students' mind. It also helps in being an intercultural speaker which refers to the ability to communicate with any language correctly without falling in cultural misunderstanding or clash.

General Conclusion

Indeed, the findings revealed the major role of ICC teaching and its deep impact on the students' cultural awareness and that both students and teachers are in the bearers of culture within EFL classrooms. Consequently, they need to work together in order to create a cultural environment which ends with positive outcomes and enhances the students' intercultural awareness.

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APPENDICES

Appendix A

Students' Questionnaire

Dear students,

This questionnaire is part of a Master dissertation, carried out to investigate the role of intercultural communicative competence in teaching culture to enhance student's intercultural awareness. Therefore, you are kindly requested to answer the following questions as clearly as possible. Your help is much appreciated.

Section one: introductory questions

1- Does studying the English language from your own choice or not?

Yes No

2- How many years have you been studying the English language?

.....

3- You chose to study English at university

because it is an international language

Working/Travel

abroad

Others

.....

4- How do you evaluate your level in English?

Average Good Very good

5- Do you prefer to be an English teacher in the future?

Yes No

Justify, please

Section Two: Teaching and learning culture

1- When learning a foreign language, is it important to learn about its culture?

Yes No

Justify, please

2- In your curriculum, is there a course that is based on the English culture?

Yes No

If yes, name it.....

3- Does this course help you to develop your cultural background?

Yes No

4- Do you face difficulties in understanding some cultural aspects?

Yes No

If yes, give examples please.....

5- In your opinion, what are the reasons behind this misunderstanding?

The influence of the native

culture Course content

Learner's level

Others.....

...

6- Did you find it hard to deal with proverbs and idioms?

Yes

No

7- Do you try to learn the English culture outside the classroom?

Yes

No

If yes, please say how?

.....
.....

8- What can you advise for the English students in order to learn about the English culture outside the classroom?

.....
.....

9- Have you noticed any changes in your behaviors (way of thinking, interest, fashion, and language) within the process of learning English?

Yes

No

If yes,
explain.....

.....
.....

Section Three: ICC: Intercultural Communicative Competence

1- Put a tick (✓) in the appropriate column

Statements	Agree	Strongly agree	Disagree	Strongly disagree	Neutral
<p>-Learning a foreign language is related to understanding its culture.</p> <p>-A successful communication requires being an intercultural speaker.</p> <p>-When learning a foreign language, learners' attitudes are negatively impacted.</p> <p>-When learning a foreign language, learners' attitudes are positively impacted.</p> <p>-Teaching cultural aspects of the target language develop students' communicative competence.</p> <p>-Teaching Big culture and little culture makes the students intercultural competent individuals.</p> <p>-The role of ICC is to develop students' cultural awareness.</p>					

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

.....

.....

Thank you for your cooperation

Appendix

B Teachers' Questionnaire

Dear teachers,

This questionnaire is part of a Master dissertation, carried out to investigate the role of Intercultural Communicative Competence in teaching culture to enhance students' intercultural awareness. We would be so grateful if you help us by answering the next up questions.

Section one: Introductory questions

1- How long have you been teaching the English language at University?

.....

2- Did you face difficulties within the process of teaching?

Yes

No

If yes, please cite some.....

.....

3- Did you find it hard to teach culture within teaching a foreign language?

Yes

No

If yes, please say why?.....

.....

4- According to you, what are the factors that may influence teaching of the target culture?

Personal

factors Social

factors Political

factors All of

them

Others.....

Section two: Teaching Culture within teaching a foreign language

1- Before starting the lecture, do you give the students the right to talk about their cross-cultural view?

Yes

No

2- Which aspects of culture do you consider most important in teaching a foreign language?

Social norms Words

and concepts History

and religion All of

them

Others.....

3- How much do you face cultural misunderstanding during the lecture?

Rarely

Sometimes

Always

4- In what ways do you create opportunities for your students to understand the foreign cultures?

Debates and discussions

Providing audio-visual materials (educational

videos) Written materials

Others.....

5- How do you find the students' reaction while teaching foreign cultural aspects?

Motivated

Unmotivated

6- What do you think are the reasons behind this cultural misunderstanding?

The influence of the native culture Curriculum con

tent

Learners' level

Others.....

Section three: ICC: Intercultural Communicative Competence

1- What roles should ICC play in the process of teaching a foreign language?

.....
.....

2- Do you think that Teachers should discuss the danger of negative behaviors of the target culture with their students?

Yes

No

Please, say why?

.....
.....

3- Do you think that ICC should be given more emphasis in foreign language teaching?

Yes

No

Please, say why?

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

4- Could you provide some guidelines that may help in developing students' intercultural awareness?

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

5- Do you have any other suggestions for enhancing deeply ICC in EFL teaching?

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

Thank You

Résumé

L'apprentissage de l'anglais comme langue étrangère (EFL) ou langue seconde (ESL) est devenu étroitement lié à la notion de culture. Par conséquent, il ne serait pas pertinent que les apprenants ne sachent rien des personnes qui parlent la langue et du pays où elle est parlée. Cette recherche est une enquête sur le rôle de la compétence communicative interculturelle dans l'amélioration de la conscience interculturelle des étudiants en Master II d'anglais à l'Université de Khenchela ;

en d'autres termes, les connaissances que les étudiants de Master II ont et les croyances qu'ils ont sur la culture affectent probablement leur sensibilisation à l'ICC. La recherche opte pour le questionnaire auprès des étudiants de Master II et des enseignants de l'Université de Khenchela, 60 étudiants et 7 enseignants de la même université. De plus, les données obtenues ont été analysées quantitativement et les résultats soulignent que l'enseignement de la CCI améliore la conscience et la compétence interculturelles des élèves. Au final, l'apprentissage d'une culture étrangère a une influence positive et négative sur les attitudes des apprenants.

الملخص:

لقد أصبح تعلم اللغة العربية كلغة أجنبية أو كلغة ثانية مرتبطا إرتباطا وثيقا بمفهوم اللغة، لذلك سيكون غير ذي صلة إذا كان المتعلمون لا يعرفون شيئا عن البلدان أو الأشخاص الذين يتحدثون اللغة. هذا البحث عبارة عن تحقيق حول دور الكفاءة التواصلية بين ثقافات في تعزيز وعي المتعلمين بين الثقافات لدى طلاب الماجستير 2 في اللغة الإنجليزية جامعة خنشلة. بمعنى آخر أنه من المحتمل ان تؤثر المعرفة التي يمتلكها هؤلاء الطلاب و المعتقدات التي يعتقدونها حول الثقافة على قدراتهم. الإستبيان هو الوسيلة المختارة لجمع بيانات هذا البحث مع كل من طلاب و معلمين الماجستير 2 بجامعة خنشلة. 60 طالب و 7 مدرسين من نفس الجامعة ، إضافة إلى ذلك تم تحليل البيانات التي تم الحصول عليها كميًا ، و أبرزت النتائج أنه للكفاءة التواصلية دور كبير في تدريس الثقافة الغربية مما يحسن من مستوى الفهم الثقافي لدى الطلاب و يساعد على تعلم اللغة. في النهاية فإن التعرف على ثقافة أجنبية له تأثير إيجابي و سلبي على المتعلمين في مختلف الإتجاهات..

