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Students' Attitudes and Perceptions towards Intercultural Communicative Competence

The Case of Third Year Students at the University of Mohamed El Bachir El Ibrahimi-BBA

Dissertation Submitted to the Department of English in Partial fulfillment of the Requirements for the Degree of Master

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Abstract

Convoying the demands of life in the unremittingly changing communicative globe of nowadays calls for well -instilled skills and competences. This is proved by the rapidly growing immense literature on English language teaching and learning which principally pinpoints the significant importance of the ICC and the urgent appeal for its incorporation in the classrooms of foreign languages. Exclusively; in the view that this latter is one of the most beneficial skills that help students to enhance the use of the English language in real life situations, their engagement in interactions with other people, and most interestingly assist them to become competent communicators. Even so; it seems that Algerian students face a momentous lack of awareness and are still a way far from achieving the least deal of required qualities to acquire it. Thus; this research work aims at investigating and exploring EFL students' attitudes and perceptions towards language learning and the ICC. To do so; an amalgamation of quantitative and qualitative approaches was adopted. Furthermore; we prepared -respectively- a stratified questionnaire and a semi-structured interview for third year EFL students and their teachers at the University of El Bachir El Ibrahimi to collect the needed data and detect the validity of the implication of the CLTA in the Algerian context. By the end of this study; it can be said that thanks to the obtained findings we were able to confirm our presuppositions on students' lack of awareness about the ICC as well as affirming our hypothesis about the implicit use of the CLTA. Conclusively; EFL teachers are recommended to thoroughly integrate the ICC in their lessons besides deploying the CLTA explicitly for the sake of enhancing and ameliorating their students' competences to communicate and to use the language in real life situations.

Keywords: ICC, CLTA, EFL Students &Teachers, Awareness, Implicit use, Algerian Context, Thorough Explicit Integration.

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It gives me a huge pleasure to dedicate this work to my parents to whom; probably, no expressions are capable of loyally convey my deepest gratitude and thankfulness for their priceless care and sympathy, they never doubted me, usually provided incredible enhancement of all kinds, and gave more than they were supposed to.

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I dedicate this work:

Firstly, to my creator ALLAH, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. ALLAH has been the source of my strength throughout this program.

To my dear father (Abdelrrahman), who has been nicely my supporter until my research was fully finished.

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List of Abbreviations and Acronyms

B.B.A.: Bordj Bou Arreridj.

CLTA: Communicative Language Teaching Approach

EFL: English as a Foreign Language

EIL: English as an International Language

EILF: English as a an International Lingua Franka

ELL: English Language Learning

F: Females

FLL: Foreign Language Learning

FLT: Foreign Language Teaching

Freqs: Frequencies

G: Gender

Gr: Graphic

HC: Home Culture

Hist: Histogram

ICC: Intercultural Communicative Competence

IGF: Impact of the Gender Factor

LMD: Licence Master Doctorate

LL: Language Learning

MT: Mother Tongue

Opts: Options

PC: Pie Chart

Q: Question

TC: Target Culture

TL: Target Language

%: Percentage

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General Introduction

General Introduction

1. Background of the study

The impetus behind English Language Learning (ELL) in Algeria specifically is by no means different from that in her rival nations wherein it is taught as a foreign language. However, its ascending motivation and encouragement here in Algeria comes as a consequence to the recently gained prestige of English teaching which on its part- as Athamna (2008, p 18) views- is thanks to: "*the government's policies, the opening of the Algerian market to foreign companies and investors, and the lately occurring changes in the world* ". He further elaborates, noting that eventually, authorities of the educational sector consider the education of English of so crucial status, that all students, behindhand their field of study, are compelled to learn English as a second Foreign Language (EFL).

Now, broadly speaking; people learn foreign languages for a variety of reasons. In a way of illustrating; Brown (2000, p. 3) had inferred; in very global terms; three of the major purposes most learners hold in their attempt to acquire a foreign language. These are: "*motivated by the achievement of successful career, by passing a foreign language requirement, or by wishing to identify closely with the culture and people of the target language*".

A foreign language is likely to be used in two types of environments: in interaction with native speakers of the Target Language (TL) in their hometowns, or in communication with people having other Mother Tongues (MT) in intercultural contexts. Foreign English students are the foremost category of people accommodating to such kinds of environments. Mainly due to the pervasive spread of the English language. What leads every individual learner interested in studies keen to apprehend language related inquiries, to seek a comprehensive overview of this increasing overwhelming adoption and acknowledgement of English as being an International Lingua Franka (EILF) as asserted by Dombi (2011, as cited in Khaled-Alzimami, 2016, p. 11).

Moreover; the running diffuse conspicuous facts demonstrate that the learning of a foreign language within the anticipating approaches implied an indispensable acquirement of its essential grammar rules, rich vocabulary, memorized speech acts (Ksenia Golubina, Ivanus, Lussier; Peck et.al, 2007,p 5). In contrast with the more recent ones which are evolving taking the path leading to the more extensive breadth of perspectives that is the communicative dimension of languages, an opinion that Yang and Fleming (2013) have agreed on strongly and have noted this way « *the goal of English language teaching has gradually changed from a narrow focus on linguistic competence to the communicative competence* » (as cited in Candel Mora, 2014, p.13).

A support to this perspective has also been introduced in the work of Keskes (2015) into the Algerian frame, whereby he has provided the underlying reason of such influx, it has as basic thought what follows: a shift in the syllabus' objective from linguistic to communicative has been endorsed by its designers afterwards a consented recognition that via the operation of learning a foreign language at school, learners are also prompted to partake in the erection of their surroundings; was approved (p. 19).

Likewise; the latest numerous linguistic studies held during the last few decades within the discipline of Second or Foreign Language Teaching and Learning (FLT/L) (Schmidt, et.al., 2007; Kramsch, 1998; Fantini, 2009) have brought to light the coalition of language and culture to the extent that it has become considered an evident truth *"Language and culture, it could be said, represent two sides of the same coin"* (Nault, 2006, p. 314 as cited in Guven, 2015). Along similar lines Kramsch, (1998) propounds the definition of culture as "*a membership in a discourse community that shares a common social space and history, and common imaginings*" (p. 10).

Nevertheless; hand in hand with the massive growing acceptance of English as an InternationalLanguage (EIL) a concept stressed by Gu, Meng & Li (2012) three verily inspired

researchers by the works of Byram the prominent figure in the literature on Intercultural Communicative Competence and an active member in the Council of Europe; tendencies have turned towards the intercultural dimension of language. They further defend their stance claiming that:

> "*foreign language learning is no longer defined in terms of the acquisition of communicative competence in a foreign language, which refers to a person's ability to act in a foreign language in linguistically, sociolinguistically, and pragmatically appropriate ways* " (p. 205).

On top of that; Gu; Meng & Li, (ibid) assume Intercultural Communicative Competence to be " the active participation in communication helped by critical awareness and analysis and motivated by the appreciation of diversity as the foundation of society" (p. 206). Most importantly; a resembling ground has been covered by Moeller and Nugent, (2014) whom would perceive an intercultural competent speaker of a foreign language as a *"possessor of both a communicative competence in that language"* as well as refer to an additional angle namely the *"particular skills, attitudes, values and knowledge about a culture*" a foreign language user is supposed to possess (p. 2). In brief; focus and orientations switched to the vitality of gaining Communicative Competences at the preliminary level, and Intercultural ones (ICCs) precisely.

What is more; Tran. T.Q. and Seepho. S. (2016) have confirmed that the Intercultural Communicative Competence is one of the most vital skills for people in the twenty first century to survive in the multi communicational context *"There has been incremental attention to the intercultural communicative competence (ICC) which is identified as one of the key competencies for the twenty-first century citizens » (p. 1).* Thereby; as Intercultural Communicative Competence takes account of the intercultural aspect of foreign language use, English language learners need to attend to, recognize and boost their own Intercultural Communicative Competences. In a way of concluding; in order for learners to develop this skill

and achieve the goal of becoming effective intercultural speakers and communicators, they are required to engage in intercultural communication practices and indulge into intercultural milieus.

Therefore; and considering all of the above; the writers of the at hand study are heavily induced to pursue their investigation guided by the desire to scrutinize the relationship between Language Learning (LL) and Intercultural Communicative Competence. Adding to that; they could report through the present work the existing methods and approaches mandated for the best integration of ICC in the Algerian classrooms; in parallelism with an explicit understanding of the attitudes and perceptions of third year English as a Foreign Language students at the University of El Bachir El Ibrahimi –BBA, depending on the results they expect to disclose and obtain from the cautiously planned questionnaire.

2. Review of the Literature

The core of our journey to explore EFL students' attitudes and perceptions towards Language Learning (LL) and Intercultural Communicative Competence turns around and is inspired by the prior studies found within the area of Foreign Language Teaching & Learning; as it falls into the wider linguistic discourse too. Whereby pioneers alike Nietro (1999) had defined culture as follows: « *culture is the ever changing values, traditions, social and political relationships, and worldview created, shared and transformed by a group of people »* (p. 48).

Even though this perspective has been advocated by many chief scholars, we opted for and our tendency is directed more towards the one concerned with its nature whether inherited or acquired proposed by Duranti (1997, p 24 as mentioned in Athamna, 2008, p. 17) who emphasized the process of transition via language as a medium.

A reliable closer view to this latter which we have obtained - that links culture to language and which pinpoints their kinship - is found in writings by Liddicoat, Papademetre,

Scarino and Kohler (2003, p. 177) "*a language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture"*(as cited by Guven, ibid, p.).

An additional argument that the writers are thoroughly convinced would backup their claims is that suggested by Bennett (2004) who posits that a person's worldview must shift from avoiding culture difference to seeking culture difference. Moeller and Nugent, (ibid) have Put it in other terms, in order for people to grasp the larger sense of world's truth, they need to attend their selves to cultural variations.

Moving away onwards to a neat meaning of what an Intercultural Communicator might be, it has been found that Byram (1997) opined that (s)he would be:

> «*Someone determined to understand, to gain an inside view of the other person's culture while also contributing to the other person's understanding of his/her own culture from an insider's point of view* » (p. 20).

To sum up this part, it does not go without spotting the light on the significance of learners' stances and pre-existing criteria of intercultural capacities namely in the form of knowledge ,skills and attitudes - which they are presumed to own - throughout the well termed expressions in Deardorff's (2004) research: "*intercultural sensitivity (affective process), intercultural awareness (cognitive process), and intercultural, adroitness (behavioural process)*(p. 35).

3. Statement of the Problem

Despite the fact that the current literature on Intercultural Communicative Competence; in worldwide scopes; abounds with examples dealing with Intercultural Communicative Competence' development' strategies and ways, its evaluation &assessment, treating its integration and surveying teachers' perceptions; fewer and least are directed to clear the

ambiguity roaming upon the sorts of attitudes that learners display. Furthermore, to the knowledge of the researchers; none have considered their preconceptions nor their prerequisite qualities of competences into the Algerian range. Thus; attitudes and perceptions are among the areas worthy of exploration as these are major agents affecting the psychological and social facets of language learning (Padwick, 2010, as cited in Guven, ibid, p. 28).

On the other hand, the investigation of whether or not language tutors are providing general information helping their students in the development of their skills is virtuous too. Since learners need to communicate more efficiently and understand cultural tendencies; Intercultural Communicative Competence is an indispensable skill for learners to achieve effective and appropriate communication in the globalized community.

This is the reason why this paper will discuss in the first place the various available identifications of Intercultural Communicative Competence and its importance, henceforth move on to the Educational Rationale and Conceptual Framework of its Integration. Finally, the implications of Intercultural Communicative Competence in the English language teaching will be scrutinized through the investigation of learners' awareness, attitudes and perceptions in a way to end up with resolutions to the above mentioned problematic.

Therefore, rebuttals to the under-mentioned inquiries are probed.

4. Research Questions

1- How could the CLTA relate to ICC and how is each of them identified by the prominent figures of the subject matter field?

2- What kinds of attitudes and perceptions do Algerian EFL students demonstrate towards ICC?

3- Which principles of the CLTA and constructs of ICC are employed by third year EFL students at the University of El Bachir EL Ibrahimi – B.B.A.? and to what extent are they attributed their righteous values?.

4- In case there is any, what impact can the factor of gender have on students' perceptions and attitudes?

5. Research hypotheses

The researchers have settled this investigation upon four core presuppositions that clearly match with the research' questions.

1- In the first place they have put forward the claim that the Algerian third year EFL students lack the comprehensive awareness of Intercultural Communicative Competence' connection to the Communicative Language Teaching Approach. Ergo, they assume that the provision of students with a broader range of righteous ways of perceiving the Intercultural Communicative Competence would help them be further familiar with the issue.

2- What is more; we presume that our respondents display insufficient and least cognitive capacities and habitual tendencies (all together forming their attitudes) towards the ICC; and the inclusion of some triggering, thought provoking items within the questionnaire would amend their demeanours, as it could uphold students' anterior dexterities to better degrees.

3- The writers of this paper reckon that EFL scholars at BBA. University are already being taught; yet implicitly; using the CLTA, besides they doubt that third year sophomores carry any of ICC's ingredients. That is why they are going to label this hypothesis as being "null" and attempt to refute it.

4- The researchers presume that they have; for a long sufficient time; been mislead by the many overgeneralizations of many works undertaken especially in the domain of social sciences, about females' domination of openness and positivity of attitudes towards communication over that of males, hence we will attempt to refute them.

Equally, to come out with disclosures to those hitches, we have been dispatched and persuaded that setting the present research on the coming targets would be of fruitful reliable results.

6. Objectives of the Study

1- Building on the results revealed from the literature review, this study attempts to determine the type of attach that relates the CLTA to the ICC, besides it intends to scout how is each of them identified by the prominent figures of the subject matter field.

2- The conducted research aims at an exact inspection of the specific kinds of attitudes Algerian EFL students demonstrate towards ICC and it contemplates to examine the ways through which they preconceive it.

3- All throughout this piece of writing; the researchers would repair to reflect on the principles of the CLTA and the constructs of the ICC that are supposed to be employed by third year EFL at the University of El Bachir EL Ibrahimi – B.B.A. and to detect the extent to which CLTA and ICC are attributed their righteous values.

4- The researchers are stimulated to investigate the existence of any impact on students' perceptions and attitudes towards the significance of social immersion, worth of engagement in real-life situations, tolerance for mistakes, that might be caused by the gender factor, besides their wish to examine the nature of such effect.

Akin to the aims of the research' questions, hypothesis and the revelations we got from the literature review, the structure of this dissertation will be modelled under this manner.

7. Structure of the Dissertation

Because of the topic's nature the producers of this paper opined that the splitting out of this dissertation onto three chapters would be most convenient. Fitly, the foremost chapter is being devoted to introduce the audience to notions like

‘communicative language teaching approach’ with its principles. What would be spoken about next are teachers and learners’ roles under this approach’ views. Within this part communicative competence’s definition has been included. Its constituents are to be found subsequently: the grammatical competence, sociolinguistic, discourse competence; and the strategic one.

The second chapter is meant to deal with culture’s definition, its kinship to language. It is sectioned to describe the historical perspective of culture’ teaching. Moreover; it is allocated for the definition of Intercultural Communicative Competence with its four constituents. To address ICC’s mandatory need, we will mention it as a concluding element at this phase of chapter, under the purpose of comprehensively treating and explaining its application from the part of students in the coming chapter.

The writers kept the third and last chapter to set the ground for the practical side of the research. Respectively the reader would get to have a general overview of the Participants and Setting, Data Collection and analysis Methods and Procedures. Descriptive Statistics of Students’ Responses to the Questionnaire, teachers interview and classroom observation critiques are outlined at this stage. An anexal part will be intentionally dedicated to the Discussion of Findings, the Pedagogical Implementations and Suggestions for Further Research.

8. Significance of the study

Due to the divergent and pervasive definitions of culture provided by scholars from the larger extent of domains wafting at linguistics, stretching to economics, politics, anthropology, culture studies. The conductors of the at hand study would expect it to be valuably advantageous not only to the vast aforementioned arid of fields yet to EFL’ teachers, curriculum designers, policy makers and material developers as well (Guven, 2015). Since it is intended to supply them with insights on the functioning of foreign learners minds and thanks to the study’s contribution in relation

to the up to date scout for the betterment of mediums used to ease and to expand communication worldwide. Moreover, the biggest beneficiary from this study are the learners themselves, mainly because they would get to be further conscious of their own attitudes in addition to their aptitudes.

9. Limitations to the Study

Full accuracy scavenge has forever been a hit of fantasy, especially when human sciences' issues are approached. Duly, the investigators while they have been able to overcome some of the difficulties forwarded by the natural process of conducting a scientific academic study for instance: being novel to manipulating a technical analysis of numerical data, or being able to establish solid hypotheses, or even clutch to a greatly standard academic diction and being capable of supplying all the required references.

Unfortunately, they confronted in the same time a few undefeated obstacles like the non canvassed lengthily expert and specialized teacher of linguistics besides two or three others thanks to whom we expected the results of the interview could be more generative and potent; because of being stand-ins for only one semester. Eventually; the conductors of the present study had planned classroom observation in a way that it would cover a whole semester inasmuch as students' attitudes would be lucidly salient; nonetheless it lasted for just six weeks.

Furthermore, the investigators were incapable of attending the warm-up phase of few sessions (due to transportation problems). Additionally; what is noteworthy is -equally to the sample's interception- the researchers forecast that an overgeneralization of the obtained findings to the whole Algerian context is immensely excluded. Therefore; the verily advisable coming suggestions would in a way cover the handicaps which our work could not be capable of adjusting.

Chapter One

Communicative Language Teaching Approach

1.1. Introduction

Communicative Language Teaching (CLT) is very important to make use of real life situations that necessitate communication. This approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar translation methods of foreign language instruction.

In this chapter, we will take a look at various definitions of Communicative Language Teaching. History of Communicative Language Teaching will be the following point, accompanied by its goals. Then, we highlight Teacher's and Learner's roles in Communicative Language Teaching. After that, we will see the components of Communicative Competence, and end up with a conclusion.

1.2. Communicative Language Teaching Approach: Definitions

For the sake of improving the following types of reasoning approved in the present research, a good starting point would be a delimitation and definition of Communicative Language Teaching. Many writers and researchers in the field of psychology, linguistics, and language teaching gave different definitions and interpretations about what Communicative Language Teaching is.

Some of the definitions are mentioned here. According to Brown (2007), Communicative Language Teaching is defined as "an approach to language teaching methodology that emphasizes authenticity, interaction, student centered learning, task based activities and communication for the real world, meaningful purposes" (p. 378). It means that language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. .

Savignon (2002) states that "Communicative Language Teaching refers to both processes, and goals in classroom learning" and that "the central theoretical concept in Communicative Language Teaching is communicative competence" (p. 01). It aims to develop the learners' competence to be able to communicate with native speakers. Savignon (ibid) clarifies that Communicative Language Teaching focuses on the meaning of communication not structure. It focuses on the use (the speaker's ability to use linguistic rules for communication purposes in order to convey the real meaning of communication) not the usage (the speaker's ability to manipulate linguistic rules in order to produce grammatically correct sentences).

Furthermore, even though speaking is an important part, reading, writing and listening are also focused on. Communicative approach aims to develop procedures for the teaching of the four skills in order to develop the students' competence, and to promote the students' ability to use the language appropriately in different circumstances (Yemen, 2018).

Furthermore, Littlewood (1981) argued that both aspects of Communicative Language Teaching (structure and function) are very important in teaching and learning a language. In addition, Communicative Language Teaching creates the use of real life situations in which communication is very necessary, unlike the audio –lingual method of language teaching. In other words, Noam Chomsky (1965) said:

> "*Linguistic theory is concerned primarily with an ideal speaker – listener in a completely homogenous speech community who knows its language perfectly and its unaffected by such grammatically irrelevant conditions as memory limitation, distraction, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of the language in actual performance*."(p. 3)

From the above definitions, it can be said that Communicative Language Teaching means to teach a language in such a way to help the learners communicate with people around the world.

1.3. The Historical Overview of CLTA

Communicative Language Teaching is an approach to teaching second and foreign language. It is known as "the communicative approach" to teaching second and foreign language.

The history of Communicative Language Teaching is not so long like other teaching methods. Communicative Language Teaching came as a result of the Grammar Translation and Audio-lingual methods studies, in order to promote language skills in all types of situations, and to encourage learners to use their personal experiences and competences to communicate with native speakers (Barman, Sultana, and Basu, 2006). Therefore, linguists became interested in the development of Communicative Language Teaching. They focused on authentic language use where learners being able to interact with the others either in class or outside of class (ibid).

However, the origins of Communicative Language Teaching are to be found in the changes in the British language teaching tradition, dating back from the late 1960s. Richards and Rodgers (2001) stated that Communicative Language Teaching was a response to the lack of success with traditional language teaching methods. Until then, "Situational Language represented the main British approach to teaching English as *a* foreign language, which is based on the structural view of language" (p. 12).

On the one hand, language is based on real life situations with a large focus on the spoken form of English in order to achieve communication around the world (Savignon, 1987). In

addition, she also stated, “Even though speaking is an important part, reading, writing, and listening skills are also focused on” (p. 242).

Students are expected to interact with other people through pair and group work. Hence, the students focus on communicative competence rather than linguistic competence when they use the foreign language in various contexts and functions. Communicative Language Teaching makes use of real-life situations that necessitate communication unlike the audio- lingual method of language teaching, which relies on repetition and drills (Savignon, 1987). Communicative Language Teaching emphasizes on creating meaning rather than developing perfectly grammatical structures (ibid).

1.4. Principles and Characteristics of CLTA

The principles of any approach are the cornerstone perspectives and points of views which it is built on, and which could be shared among a set of approaches; meanwhile the characteristics are the basic features that shape and distinguish the methodology and the techniques of each precise approach from another. Henceforth the setting of a sharp clarification of both the principles and characteristics of the approach under study namely Communicative Language Teaching is highly required.

1.4.1. Principles of CLTA

Communicative language teaching is given a major importance. It aims to develop learners’ ability to communicate and understand foreign writers and speakers. In other words, Communicative Language Teaching aims to teach language as a means of communication (Desai, 2015).

Brown (2001) and Widdowson (1990) mentioned that Communicative Language Teaching has various different versions that share similar principles and practices that emphasize

the communicative function, rather than the linguistic structures in order to relate language learning to real life situation. In addition, Brown (2007) (as cited in Abahussain, 2016) suggests that foreign language system could be learned to help learners get the meaning through interactions with others or with native speakers. Moreover, Brown (2007) and Hadley (2001) provided that culture is significant in teaching foreign language because it plays a significant role in shaping learners' communicative competence.

Doughty and Long (2003) define the following list of main principles of Communicative Language Teaching:

Principle 01: Use Tasks as an Organizational Principle

Communicative Language Teaching methodologies has raised the development of communicative skills. Norris et al., (1998) stated "the best way to learn and teach a language is through social interactions. They allow students to work toward a clear goal, share information and opinions, negotiate meaning, get the interlocutor's help in comprehending input, and receive feedback on their language production. In the process, learners not only use their interlanguage, but also modify it, which in turn promotes acquisition" (p. 31). That is, This principle helps learners to use grammar in appropriate places with meaningful productions.

Principle 02: Promote Learning by Doing

Doughty and Long (2003) found "new knowledge is better integrated into long-term memory, and easier retrieved, if tied to real-world events and activities" (p. 58). In other word, this principle aims to engage learners in social interaction. However, learners must practice and use language in order to promote their communication competence.

Principle 03: Input Needs to Be Rich

Doughty and Long (2003) stated "realistic samples of discourse use surrounding native

speaker and non-native speaker accomplishments of target tasks" (p. 61). This richness provides learners the ability to develop the native and non-native languages through many resources. Moreover, this input needs to be meaningful and comprehensible.

Principle 04: Promote Cooperative and Collaborative Learning

Language cannot be learnt in isolation. It must be learnt through social interaction because learners need to be able to communicate in the target language with others (Richards & Rodgers as cited in Desai, 2015). According to Richards & Rodgers (2001), students are expected to interact with themselves through pair and group works. So, the teacher must give them work in-group or in pair which promote the communication among them and give opportunities to share the information among them. In other word, Richards (2006) state "teaching and classroom materials today consequently make use of a wide variety of small-group activities" (p. 20).

Principle 05: Focus on Form

A recent study highlights the importance of grammar rules to language learning acquisition (Norris and Ortega, 2000). It emphasizes on the form meaning and linguistic structure through tasks. However, many students ignore the great

values of this principle as Doughty and Long (2003) asserted "students spend much of their time in isolated linguistic structures in a sequence predetermined externally and imposed on them by a syllabus designer or text book writer" (p.64).

Johnson and Morrow (2014) argued that the use of authentic materials as syllabus or textbook is one of the most important feature of CLT. It provides learners with an opportunity to develop strategies for understanding language as native speakers use it (as cited in Thamarana, 2014).

1.4.2. Characteristics of CLTA

Communicative language teaching is characterized as a broad approach to teaching. Nunan (1991) provided the following summaries of the general characteristics of communicative language teaching:

- Communicative language teaching is to teach language as a means of communication. That is, speakers use the target language to communicate with others about something for some purpose.
- Culture is very important to develop learners' communicative competence.
- Communicative approach helps learners to engage in using language for a variety of purposes in all situations.
- Communicative approach links classroom language learning with language activities outside the classroom.

However, Richards & Rodgers (2001) suggested that, pair and group work encourages students to use and practice functions and forms language. In other word, learners are engaged in negotiating meaning in order to understand others within procedures and activities.

1.5. Goals of Communicative Language Teaching Approach

The modern world succeeds in communication. Successful communication in the foreign language is the key goal of Communicative Language Teaching. Communicative Language Teaching focuses on the learners' ability to communicate and understand the message of the foreign language in their individual context in terms of its meaning (Thorp, 2017). This approach is designed to motivate communication, and to involve some interesting contents and subjects between students. Therefore, speaking and listening can be good skills that help learners to develop Communicative Language Teaching.

Communicative Language Teaching exceeds forms, but it does not mean that grammar is not important; teachers must teach grammar through communicative tasks, they focus on the form of sentences and the learners' ability to produce correct and meaningful sentences in a language (Richards, 1984). The main aim of Communicative Language Teaching is to use language appropriately in formal and informal speech in the different purposes and functions.

Furthermore, the term communicative competence is used to describe learners' competence when they interact with other speakers, to be able to use the language for meaningful communication, to achieve meaning, and to encourage students seek for new information (Savignon, 1971).

1.6. Teacher's and Learner's Roles in CLTA

The role of the teachers and the students is very important in communicative language teaching. The teacher is a manager and a facilitator of his learners' learning. Sometimes he is a "co-communicator" monitoring students by engaging with them in the communicative exercises (Littlewood, 1981). In addition, students integrate the foreign language with their own personality in order to make themselves understand the meaning even when their knowledge of the second language is imperfect (Littlewood, ibid). Finally, in communicative classroom, teachers are listening more than talking in order to facilitate students' learning.

1.6.1. Learners' Roles in CLTA

Learners are the principal point of classroom motivation, assuming major responsibility for their own learning. Thus, Communicative Language Teaching focuses on the processes of communication, students have the different roles in a second language class (Richards & Rodgers, 2002). In this context, students may use any form of language to convey their messages, rather than following a prescribed lexis.

Richards (2006) described the role of learners in communicative language teaching as:

> "*Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in-group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on greater degree of responsibility for their own learning*" (p. 5)

1.6.2. Teachers' Roles in CLTA

Teachers assume several roles in Communicative Language Teaching. Teachers had to assume the role of facilitator and monitor of the communication process between all participants in the classroom (Breen & Candlin, 1980). In other word, Breen and Candlin (ibid) claims "the teacher has two main roles: the first role is to facilitate the communication process between all participant in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it" (p. 99).

Larsen-Freeman (2001) regarded that the teachers in CLTA classes working as a need analyst, a co-communicator, and an organizer of resources. In other hand, Richards & Rogers (2001) summarize teachers' roles in CLTA classes into roles:

- Monitor- teacher needs to monitor closely his/her students and maintain control of activities and their performances .

- Counselor- teacher provides counsel to students and hears their using of foreign language.

According to Prieto (2008), teachers must encourage students to use and to practice the language in the classroom. Moreover, students should participate and communicate with their teacher in order to result a great interaction and the communication between them. In other words, Prieto (ibid) asserted "communication between the students and the teachers will be enhanced, resulting in greater interaction and, certainly, a greater quality in the formative process of the group as a whole" (p.334).

Savignon (1971) stated "autonomous learning influence teaching methodology and dramatically changes the roles of language teacher and the language learners. To cope with these changes, future teachers have to be prepared both practically and academically" (p. 27). According to Savignon (ibid), CLTA based on a right educational environment, which involves many suitable variables such as teachers' experience, students' need, and students' attitude. In other words, CLTA promotes the use of language, which is considered to be a social context where teachers and students play an important role.

Teachers have many roles in CLTA. Breen and Candlin (1980) summarize these roles in the following:

> "*The teacher has two main roles: the first role is facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it*." (p. 99)

1.7. Communicative competence (CC)

Chomsky (ibid) stated that Linguistic theory is concerned with grammatical forms and language use. It is interested in a perfect communicator (speaker/listener), who is unconstrained in applying his/her knowledge and his/her competence of the foreign language in actual performance. In addition, he also assumed the abstract system of rules of the language that enables speakers to produce grammatically correct sentences. In other word, Chomsky (ibid) wrote:

> "*Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance*." (p. 3)

Communicative competence can be defined as the ability to use the language, to apply the students' knowledge of the second language, and to communicate with native speakers. Chomsky (ibid) differentiates between the knowledge of communicator about his language's roles (competence) and his uses of his language in real situation (performance). Hymes (1972) reacted against Chomsky's definition. Hymes (ibid) stated that the main theory of competence is to produce and interpret cultural behavior in the way that is systematically possible, feasible, and appropriate.

Moreover, many scholars regarded the idea of communicative competence that resulted in a multiplicity of terms; the following summary gives some of these results in the form of

components. These components help learners to know what they need to be able to communicate in any situation (Rivers, 1981).

1.7.1. Grammatical Competence (Linguistic Competence)

Grammatical competence is a key factor of communication that concerns the development of accuracy in speech utterances and it includes "knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology" (Canale & Swain, 1980, p. 29). Grammatical competence is regarded as a mastery of the features and rules of the foreign language system and it is necessary for the communicator to use the target language grammatically correct. It is the mastery of the language code itself.

1.7.2. Sociolinguistic Competence (Pragmatic Competence)

The second component termed sociolinguistic competence. This component addresses to learners to produce sentences that understood appropriately in different sociolinguistic contexts. This appropriateness refers to both appropriateness of meaning and appropriateness of form (Swain, 1984). Sociolinguistic Competence means the learners' ability to use foreign language appropriately.

However, many researchers have been interested in looking at the sociolinguistic competence. They give many definitions. Some of them are mentioned here. Brown (2000) stated that sociolinguistic competence refers to "the learner's knowledge of the socio-cultural rules of language and discourse" (p. 247). Moreover, Lyster (1994) defines the concept of Sociolinguistic Competence as the "capacity to recognize and produce socially appropriate speech in context" (p. 263). The ability of the learners to use target language appropriately. In addition, Chomsky (1981) defines pragmatic competence as the ability to place "language in the institutional setting of its use, relating intentions and purposes to the linguistic means at hand" (p. 225).

Chomsky (ibid) distinguishes sociolinguistic competence from grammatical competence. On the one hand, grammatical competence is the mastery of the language code itself (form and meaning). On the other hand, pragmatic competence is concerned with knowledge of conditions and manner of appropriate use. For Chomsky (ibid), pragmatic competence is one of communicative competence components, Fraser and Rientel (1980) note that communicative competence does not include just pragmatic competence but also includes the areas of "discourse analysis", "conversational analysis", "conversational interaction", and "ethno methodological" studies.

1.7.3. Strategic Competence

Many researchers today still debate the definition of strategic competence along with their usefulness. Strategic Competence defined by Swain (ibid) as "Communication Strategies that may be called into action either to enhance the effectiveness of communication or to compensate for breakdowns" (p. 189). Strategies Competence is very important for communication as Savignon (2002) said "the effective use of coping strategies is important for communication competence in all contexts and distinguishes highly effective communicators from those who are less so" (p. 10). This definition describes strategic competence as the ability of knowing how to make the language that already have. In addition, Strategic Competence is the ability to use the language in order to accomplish intended goals (Brown, 2007).

From these brief definitions and expectations of Strategic Competence, it can be seen that strategic competence will give students the power opportunities to manipulate the second language and permit them to keep conversation going. As Cohen (1990) noted that effective speakers use strategies to keep the conversation going. Moreover, Strategic Competence helps the second language (L2) learners to become more confident in their L2 communication. In other word, Cohen (ibid) clarified that speakers use their strategic competence to resolve difficulties that they face in expressing their ideas.

1.7.4. Discourse Competence

The forth component termed Discourse Competence. This component concerned with cohesion and coherence of utterances and sentences. According to Swain, Discourse Competence refer to the ability to organize sentences into cohesive structures. Swain (ibid) defined Discourse Competence as the ability to "Combine grammatical forms and meanings to achieve a unified spoken or written text in different genres" (p. 188).

1.8. Conclusion

In brief, we can say that communicative approach is highly important for EFL learners. It helps them to interact and communicate with other. Moreover, it provides opportunities in the classroom for students to engage in real life communication in the target language. However, Communicative Language Teaching is designed to enhance interpretation, expression, and negotiation of meaning. Finally, Communicative Language Teaching aims to make communication competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Chapter Two

Overview of Intercultural Communicative Competence

2.1. Introduction

The current section takes one step further on the way to partially yet inclusively overview the ICC as a key competence in the process of assisting third year EFL LMD students at the university of El Bachir EL Ibrahimi – B.B.A. to have the least idea about the ability of mutual understanding (understand and be understood at the same time) necessary to overpass across and beyond cultural barriers in intercultural contexts. Starting by an intention to set patent distinctions among the definitions and a delimitation of what both culture and Intercultural Communicative Competence are regarded to be, as stated by the professionals of the subject matter' domain. Next, it covers the history of culture teaching, highlights the mandatory and critical importance of ICC. Furthermore; it seeks to offer an educational rationale and conceptual framework for the integration of the Intercultural Communicative Competence, then describes its constitutive components under Byram's model to be developed in and through education. Finally, it ends up with a conclusion.

2.2. Definitions and Concepts

The Oxford Advanced Learners Dictionary (p. 403) and Merriam Webster Dictionary of Advanced Learners indicate that the word 'definition' is:

> "*a statement of the meaning of a word or word group or a sign or symbol, expressing the essential nature of something, a sharp demarcation of outlines or limits, an act of determining specifically: the formal proclamation of a Roman Catholic dogma*".

Whereas 'concept' is assumed in the Longman Dictionary of Language Teaching and Applied linguistics (2010, p. 112) this clarification:

> "*the general idea or meaning which is associated with a word or symbol in a person's mind. Concepts are the abstract meanings which words and other linguistic items represent. Linguists believe all languages can express the same concepts, although some languages may have fewer names for some concepts than are found in other languages, or may distinguish between concepts differently. The forming of concepts is closely related to language acquisition, and the use of concepts to form propositions is basic to human thought and communication*".

2.2.1. Culture' Definition

Culture has been defined and discussed by a multiple number of scholars and professionals within an ample range of purviews. Incepting at anthropology to ethnography to linguistics to human sciences to sociology to their sub disciplines ...., some of them could

describe it in large chapters or even thick books, others might introduce it briefly and concisely to fit in only one sentence. Yet none has reached a sharp nor a clear delimitation of it. Nonetheless; the researchers will try -within a few lines- to deal with as much common, basic and comprehensive number of opinions, visions and sights as possible.

From an anthropological side, and according to Athamna (2008) anthropologists would "investigate how membership of a particular social group is related to particular sets of behaviour" (p. 14) and refer to it as culture. He comprised other perspectives also noting that ethnography seeks to "explore and describe how the speech systems and behaviours of groups are related to their social structures and beliefs" (p. 15). Two definitions that from the first glance of a distant reader would somehow look symmetrical, yet when one scrutinizes them (s) he discloses that each of the two domains deals with the notion from a different dimension. The former is more concerned with the societal foundation. Whereas the latter focuses more on the linguistic issues.

He further clarifies: "Cultural Studies seeks to understand and interpret the ways members of a group represent themselves through their cultural products (poems, songs, dances, graffiti, sports events.)". Thus, this field focuses on the individuals rather than the social angle and on the behavioural concrete angle rather than the mostly unseen parts. Hence he emphasizes Byram's (1989) conclusion and reaches the result "culture has resisted any kind of agreement among scholars from different disciplines" (s. p.).

However, for Lazar et. al. (2007) -one of the eminent personas in the domain of Second or Foreign Language Teaching-, it could most probably be expressed by so many teachers under the form of a classification into big and small c_s. Each encompassing a set of identified themes, subjects, topics, which he labelled as "*ingredients*" (p. 7) building on Halverson's (1985) categorization. Within this same resource, he enclosed the themes of big C culture that are: literature, history, geography, and arts.

Moreover, small c culture' issues are to be found in writings by Lee, Peterson and Lafayette. They would include: attitudes or beliefs and assumptions, popular issues, opinions, preferences and tastes, certain knowledge (trivia, facts), gestures, body posture, use of space, clothing style, food, hobbies, music. Everyday active cultural patterns such as eating, shopping and greeting people. Every passive pattern such as social stratification, marriage and work (see Keskes, ibid).

What is more, Keskes (ibid) contends the significance of small c culture' topics for intercultural communication and confirms "*Little "c" cultural knowledge is very essential for intercultural communication because it affects ways of thinking, behaving and using a language"*. He further highlights its import for language use under these terms "*The socio-cultural values, beliefs and assumptions entailed in small "c" culture assists members of a particular culture or society to use appropriate and polite language*" (p. 22).

He has adopted and adhered to the same ranking, but based his study on the categories (Non-Target or Source Culture Vs Target Culture) rather than topics or subjects in his evaluation of ICC in the Algerian secondary level textbook. Besides; Lazar (ibid) provided a very reasonable interpretation -first introduced by Hofstede (1994, p. 5) - that is cognate to the main stream concern of the researchers. Claiming that culture is- through these typical words -:" the collective programming of the mind which distinguishes the members of one group or category of people from another " (p. 7).

Neuliep (2015) also supports the small c culture perspective and gives it a slightly more detailed determination in terms of the restrictiveness of its membership and the linguistic and non-linguistic aspects. He contends culture is "accumulated patterns of values, beliefs, and behaviours shared by an identifiable group of people with a common history and verbal and nonverbal symbol system" (p. 20, as cited in Khaled Alzimami, 2016, p. 12). .

Some succinct and abridged identifications are mentioned here respectively, "the total way of life of a group of people" (Chastain, 1988, p. 302 as cited in Athamna, ibid); "a way of life" (Brown 2000, p. 176 as cited in Guven, 2015, p 20); "the rules for living and functioning in society" (Samovar, Porter, & McDaniel, 2006, p. 10 as cited in Khaled Alzimami, ibid).

All in all, there is little doubt that in order for a researcher to ease her/his own job in explaining the nature of culture; (s)he ought to carefully select and considerately opt for the most convenient one to her/his subject matter' context. This is the reason why we opined that the definition – admitted by Athamna (ibid) primarily coined by Tylor (1871, p. 1) - which runs as follows: "*culture is…..<u>the complex whole</u> which includes knowledge, beliefs, art, morals, law, custom and any other capabilities and habits <u>acquired</u> by man as a member of a society*" (p. 16); would be the most appropriate for our context, since it covers most of the shared constituents of culture agreed on by the formerly mentioned scholars .

2.2.2. Intercultural Communicative Competence' Definition

Initially, it is worth mentioning to indicate that the same reasoning followed in our attempt to explain what culture might represent for an array of interculturalists; will be abode by for that of Intercultural Communicative Competence. To start with; Fantini (2009) has illustrated an assembly of distinct names coined specifically for Intercultural Communicative Competence and used to reflect on it. These are:

> *"biculturalism, multiculturalism, bilingualism, multilingualism, plurilingualism, communicative competence, cross-cultural adaptation, cross-cultural awareness, cross-cultural communication, cultural competence, cultural or intercultural sensitivity, effective inter- group communication, ethnorelativity, intercultural cooperation, global competitive intelligence, global competence, international competence, international*

communication, intercultural interaction, metaphoric competence, transcultural communication, and so forth"(p. 196).

Thereby, what could be induced from this quotation; is just a single fact; all tries to come to a unified general consensus will definitely face deadlocks.

Despite this, it seems that there is a common pattern and some shared basic criteria among all these nominations, mainly the term competence which is meant by to express the set of individualistic skills and knowledge. Moreover; the locutions culture, communication, interaction, global are core cornerstones for the setting of differentiation of each label from the other.

Similarly, there is a relatively persistent need to get into the details of which discipline does Intercultural Communicative Competence relate to - in order for the investigators to get the least amount of apprehension of how did scholars manage to detect and group the components of Intercultural Communicative Competence into essential and tertiary.

For this identical sake, Günçavdı (2016, p. 40) unfolds Intercultural Communicative Competence is: "an individual's ability to understand other cultures, and to be able to communicate easily with people from those cultures", she further mopes: "the capacity of behaving effectively and accordingly by using the intercultural sources" acting upon the definition made by Berardo (2005).

A mostly communication-based identification has been rummaged thanks to Candel-Mora (2015, p. 28) who cited Spitzberg and Chagnon's 2009 concept "the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent cognitive, affective, and behavioural orientations to the world"(p. 7).

On the other hand, according to Byram, Lazar, Barrett, Mompoint-Gaillard, Stavroula (2014) who have separated the intercultural encounter from the notion of competence, in their

tendency to give it a more pragmatic explanation; competence could refer to: "the ability to meet complex demands within a given context" (p. 16), whereas the intercultural encounter is defined as the encounter where: "*cultural differences are perceived and made salient either by the situation or by the individual's own orientation and attitudes"(s .p.).* In a way of combining the two; they added Intercultural Communicative Competence is:

> "*a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to:*
>
> *— Understand and respect people who are perceived to have different cultural affiliations from oneself;*
>
> *— Respond appropriately, effectively and respectfully when interacting and communicating with such people;*
>
> *— Establish positive and constructive relationships with such people;*
>
> *— Understand oneself and one's own multiple cultural affiliations through encounters with cultural "difference*".

In brief, we could say that the intercultural communicative competence is the linking area between the communicative competence and the intercultural one. Which might refer to the ability consisting of a set of attitudes, knowledge, understanding and skills; all put under practice, that a communicator would make use of to ease for him/herself the demands mandated by the intercultural context wherein (s) he is vulnerable to face a multitude of divergent cultures; this latter on its behalf is also to be reconsidered with its fractioning aspects (the social, subjective and behavioural).

2.3. History of Culture Teaching

Meanwhile the teaching of foreign languages had began since the very beginning of the twentieth century hand in hand with an interest in the learning of communicative skills and had developed greatly, we found that the one concerned with culture was late to grab the attention of scholars within the field of foreign language teaching. Eventually, it was not as late as to exceed the sixties of the past century. However, what is worth mentioning is that; the considerable attraction to the intercultural goals of language teaching could be traced back only to the eighties and Nineties of the previous century.

According to Athamna (ibid) this tardiness can be attributed to and was caused by the exclusion of its teaching independently of language. Furthermore, he revealed from his review of foreign language teaching literature that it should not be considered as "a new comer to the academic scene" (p. 21) for it has always been an 'unstated aim' in foreign language teaching. Moreover, he assumes that among the reasons of such delay is that "culture is not the exclusive property of foreign language education and partly because many other disciplines, particularly anthropology, have contributed to the knowledge base about culture" (p. 22). Besides; "the place of culture in the foreign language syllabi and classrooms has been contested by some foreign language teachers and foreign language teaching theorists alike" (s. p.).

To sum up some of what Athamna has postulated about the ways in which earlier methods and approaches had dealt with culture teaching; we could say that the Grammar Translation Method advocates had taught culture implicitly and language per se issues as just "a means to gain access to the great works in literature and philosophy of the Greeks and the Romans" (s. p.). As for the Direct Method, within which pioneers were interested in the use of authentic texts; this interest "was not motivated by linguistic aims i.e they were not treated as resources of grammar but as resources of knowledge about culture". (p. 25)

In this regard, if we follow the same chronological order we find that the current text

books and programs of modern universities "have experienced the teaching of language and culture independently of each other" (Athamna, ibid, p.22). What is more; many university course designers and practitioners would equate the teaching of culture with the teaching of history and civilisation.

2.4. Intercultural Communicative Competence' Critical Importance

As a matter of fact, the quintessence of the ongoing rise in interest revealed towards the education of ICC, during the last two or three decades, from the part of specialists in the field of Second Language Acquisition, scholars in the domain of EFLT, or even at a broadened amplitude reaching chairmen of the Council of Europe and representatives within the ECMLs (European Centre for Modern Languages) - and in case it needs to be assigned to only a precise single paramount motif- then it cannot be attributed to something else other than the *"throes of globalization"* (see Mizab & Bahloul, 2018, p. 423).

This latter has taken dominance; in terms of import; over any other reason mainly due to its contribution in the aggravation of such noxious rife plights prevailing sharply into our contemporary societies; especially in times of economic difficulty; as: prejudice, discrimination, hate speeches, stereotyping, all sorts of racism, the advocacy of extremist ideas, and so on and so forth; which have their roots in the socio-economic and political backgrounds, and which stem as well from the variation in cultural milieus causing disagreements among people of distinguished belongings (see Byram et. al, 2014).

Mizab (ibid) claims that this phenomenon; which decanted the globe into one teeny town; does not only have dark impacts but -she pinpoints- it excessively serves the protraction of Information and Communication Technologies and rapidly withdraws the world into a room for correlations. Furthermore, it also paved the way for the English language to turn into an International Lingua Franca. In addition, the current improvements generated an agile social

alteration that permeates into every aspect of nowadays daily life, of which education is the most directly affected. Henceforth; the teaching of English is deemed fundamental, yet the one of Intercultural Communicative Competence is being perceived as the essential precondition to solve those dilemmas.

From the points of views and the three gist principles of the Council of Europe namely: *human rights*, *democracy*, and *the rule of law*; since these apply to all people all around the world regardless of their unshared cultural heritage. There is a concerted sense of an imperative appeal by vive parties; concerned with the harmonization among communities, for the education of Intercultural Communicative Competence as a key to a more fully acknowledged, respected and protected divergence of cultures (see Byram, ibid). Three vital traits that Mizab (ibid) has coined in a somehow intuitive manner under the form of verbs or even actions which should be evoked in English as a Foreign Language learners like: *to tolerate*, *to embrace*, and *to accept* their counterparts' culture(s).

On the flip side, Khaled Alzimami (2016) confirms that Intercultural Communicative Competence is necessary for a smoother acquirement of any second or foreign language as it deals with and enhances the intangible side of the language "knowledge about the non-verbal messages". Furthermore; -she insists- the education of ICC has multiple other positive outcomes. She affixes, it assists students in succeeding in international contested tests alike TOEFL or IELTS, besides she opted for Neuliep's (2015) words "ICC helps to create a healthy community that values differences in individuals" (p. 19) to strengthen her premise..

More importantly; she notes Intercultural Communicative Competence benefits the "individual's personal development" (s. p.) and as a consequence of this development communication barriers will be demolished. Besides, Fantini in his 2009 article has stressed the insufficiency of developing language proficiency in isolation from its intercultural characteristics. Furthermore; he hinted to English. language' role

globally equally with the urgent indigence of Intercultural Communicative Competence' improvement, he put it this way:

> "*Whereas English is by far the most commonly used international tongue, other languages are also used in intercultural transactions. For this reason ..... students everywhere increasingly confront the need to develop both second language proficiency and intercultural competencies. Universities that recognize this urgent imperative must consider how they can help their students develop both*". (p. 194)

A more apparent and feasible, -formed with a plain style- fettle that demarcates the logic underlying Intercultural Communicative Competence' teaching has been revealed in the booklet entitled "Developing and Assessing Intercultural Communicative Competence: A Guide for Language Teachers and Teacher Educators" published by the European Centre for Modern Languages (2007) written by a set of European experts in the field of Foreign Language Teaching /Learning. This fettle was expressed by lazar tracking the statement of Bennett (1997, p. 16): "to avoid becoming a fluent fool, we need to understand more completely the cultural dimension of language" (p. 7).

Another distinguished sight; that can recapitulate all the above; has been found into the terms of Athamna (ibid) in this fashion: "there can be few goals more central to the profession of foreign language teaching" that is "the goal of culture and the development of the learners' intercultural communicative competence" (p. iii). Alternatively, the teaching of Intercultural Communicative Competence to Second/ Foreign Language Learners is deemed a so high status that it should assume the ultimate destination and optimous objective of the in-use Algerian syllabi.

2.5. An Educational Rationale and Conceptual Framework for the Integration of the ICC

In order for the teachers of English as a foreign language -globally speaking-to integrate the Intercultural Communicative Competence into their syllabi and lessons planning in a way that would ease the work for their selves in the first place; and guarantee the best of the expected results from their students in terms of competence efficacy. On the other hand, they themselves ought to digest and conceive some basic significant concepts which would lay a safe ground for a safer deployment.

An initial conception should be a cohesive understanding of the mutual impact of language on its learners worldview, "the language people speak both affects and reflects their world view by determining their perceptions, interpretations, thoughts and expressions" (Fantini, 2000 as cited in Guven, 2015, p. 24). A fettle that might have laid us back to put Sapir'&Worf's "language Vs thought" hypothesis to a renewable inquiry yet a worthy of investigation one.

Under a similar perspective, we find that Fenner (2000) confirms the learning of a language involves in a way or another the learning of "cultural knowledge, competence and awareness" (as cited in Guven, ibid, s. p.). Most importantly, the proponents of Sardi's 2002 view claimed that "just as children acquire their mother tongue together with its culture, learners of a foreign or second language should follow the same route, or they will face 'an empty frame of language' " (Sardi, 2002, p. 102 as cited in Guven, ibid, sp.).

Secondly; "The knowledge people socially acquire is organized in culture specific ways" (Alptekin, 1993 as cited in Guven, ibid). Put simply, the most reasonable way leading to the best acquirement of any language be it foreign or not goes through its teaching within its specific cultural and social contextual frame of use. Besides; as Cunningsworth (1995, p. 86) argued

"a study of language solely as an abstract system would not equip learners to use it in the real world" (as cited in Guven, ibid, p. 24)

From another side; teachers might not be comfortable with political or religious orientations since "The formal education with specific attention to the intercultural aspects is politically, religiously and socially influenced, which at times and in some places impedes the process of communicative language learning and teaching" (Robatjazi, n. d., p. 251). Despite it could be considered a trouble for some; a solution to it has already been propounded that is they can base their intercultural communicative competence differently on morale or other aspects of values (see Robatjazi, ibid, p. 252).

Adding to this; though; what is worth being kept in mind is that, for the sake of a smoother, better, and more effective implementation of intercultural competence education and in respect of coping with intercultural experiences, both parties learners and teachers or even anyone concerned with education are required to attain a few features which are deemed necessary and prerequisite. These are:

> "*willingness to engage with the foreign culture, self-awareness and the ability to look upon oneself from the outside, the ability to see the world through the others' eyes, the ability to cope with uncertainty, the ability to act as a cultural mediator, the ability to evaluate others' points of view, the ability to consciously use culture learning skills, and to read the cultural context, and the understanding that individuals cannot be reduced to their collective identities*" (See Gupta, 2002 as cited in Ahnagari and Zamanian, 2014, p. 10).

Having the aforementioned information in mind, we can conclude that vive participants in the educational sector are supposed to make use of those pieces of information as a road map in parallelism with a profit and best manipulation of the following objectives:

- Cognitive orientation: the acquisition of concepts, knowledge and modes of analysis for the understanding of different phenomena,

- Evaluative orientation: the explanation and mediation of values,

- Action orientation: development of the ability and the readiness for different types of engagement.

These three orientations can be closely followed in FL/SL classrooms to gain the ability to communicatively express oneself. (Robatjazi, ibid, p. 252).

2.6. Byram's Model for the Components of the ICC

The purpose laying behind our selection of this model particularly, despite the availability of many others and to give just an illustration: Bennett's (1993) *Developmental Model of Intercultural Sensitivity (DMIS) and* Gudykunst's (1993) *Anxiety/Uncertainty Management (AUM) Model*; is thanks to its adoption by other many scholars like Green (1997), Kramsch (2004), Deardorff (2006), Furstenberg (2010) (see Moeller & Nugent, 2014, p. 3).

A basic explanation of this model definitely needs to go through steps. The first of which is naming it clearly and giving its date of first coinage. Byram's model was first coined and introduced in 1997 under these terms '*Multidimensional Model of Intercultural Competence'*. As its name indicates and according to this model the Intercultural Competence has dimensions rather than components. Furthermore; under the views of this model any individual ought to -in the first place- direct his attention towards the dimension of '*attitude'*, the area whereby Byram was convicted would lead the individual to be open to "learning about new beliefs, values, and worldviews in order to participate in *relationships of equality*" (Moeller & Nugent, ibid, s. p.)

The next to come dimensions include: knowledge and understanding, skills and actions. Here we reach the point where they are dubbed 'components' by Barrett, Byram, Lázár, Mompoint-Gaillard, & Philippou (ibid), and where they have broken it down (relying on a given precised definition of

culture, they have supplied in this typical recourse that is mainly based on three aspects: material, social, subjective) and provided more elaborative details about each single component in this summative manner of necessary fundamental criteria:

— The valuation of cultural diversity and pluralism of views and practices;

— The respect to people who have different cultural affiliations from one's own;

— The status of being open to, curious about and willing to learn from and about people who have different cultural orientations and perspectives from one's own, hand in hand with the status of being willing to empathise with these people.

— The status of being willing to question what is usually taken for granted as 'normal' according to one's previously acquired knowledge and experience;

— The status of being willing to tolerate ambiguity and uncertainty;

— The status of being willing to seek out opportunities to engage and cooperate with individuals.

— Awareness and understanding of one's own and other people's assumptions, preconceptions, stereotypes, prejudices, and overt and covert discrimination;

— Understanding the influence of one's own language and cultural affiliations on one's experience of the world and of other people;

— Awareness of the fact that people of other cultural affiliations may follow different verbal and non verbal communicative conventions which are meaningful from their perspective;

— Understanding of processes of cultural, societal and individual interaction, and of the socially constructed nature of knowledge.

In a nutshell, what can be induced primarily from this classification of components is that individuals are prompted to start a bidirectional relationship of giving and taking with other people. Besides knowing that the change will affect them before they would recognize it since the majority of the previously discussed criteria turn around and are spinned on the personality and identity traits and the understanding of others starts from that of one's own.

2.7. Conclusion

Via over viewing the conceptualization of ICC, highlighting its kinship to both the pervasive locution of communication and the ramified notion of culture, and after we have obtained deeper conviction about their interdependence. In addition to our contentment of the urgent appeal for the deployment of the ICC into the educational fields. We have been made more ready, impulsed, and encouraged to investigate and determine the extent to which what we have gained is actually implemented in the real context with the Algerian third year EFL students building on Byram's 1997 fettle about the definition of an interculturally competent communicator. "someone determined to understand, to gain an inside view of the other person's culture while also contributing to the other person's understanding of his/her own culture from an insider's point of view" was his identification (as cited in Moeller & Nugent, ibid, p. 2).

Chapter Three

Students' Attitudes and Perceptions

3.1. Introduction

In complementarity with the former theoretical chapter, this chapter gives our study a more practical angle, aiming to backup our hypotheses either ways (refuting or affirming them). Therefore, and as –initially the instruments for data collection (here the questionnaire, the interview, and classroom observation); next the chief aims from the research (here to explore students' attitudes and perceptions); and last the nature of the topic- are the primary agents contributing in the selection of the most convenient method to be adhered to and practiced; this research has been deemed to be most appropriately incorporated under the Descriptive Analytical Approach.

Conveniently with this foresight, we considered that this research ought to encompass a concise precise coverage of these titles: Research Design and Methodology, Method of the research, Research Instruments, Participants and Setting, Data Collection Procedure, and Data Analysis Techniques. After that, it needs to accurately examine and involve the following: a profound well detailed Analysis of each single item in Students Questionnaire, Analysis of Teachers Interview, and Analysis of classroom observation. By the end it should broadly embrace: a Discussion of the achieved reliable Research Findings, some induced Suggestions for Further Research, and finally land up at a Conclusion.

3.2. Research Design and Methodology

The design of any research is the most substantial part which composes its intrinsic skeleton; that holds every aspect with another, and ensures both coherence and cohesion amongst its constitutive components, research design works as roadmap which guides and leads the investigator to concretely obtain appropriate outcomes. Research design is reckoned to be the researchers' sturdy argument to choose one methodology over another.

Our classroom observation when can only be deemed as an overall research design; not a technique; can be dubbed also -relying on a set of predetermined criteria (see Coolican, H.,

199**4) -** as being: firstly **direct** in terms that it is not being recorded nor make use of any media. Secondly it is **non-participant** in regards that the observer is not a participant in the observed group. Thirdly it is **undisclosed** since people do not know what the observer is doing. Furthermore, it is **naturalistic** owing to the fact that it is conducted in the observed's environment. Moreover; it **does not** report on any **verbal protocols** such as participants' thoughts or silent speech. Last but not least; it is **structured** as it adheres to a checklist' content and procedures.

Thus, due to these so explanatory information; we have delineated this study to thoroughly include the implied techniques, procedure, exhaustive analyses of each statistical tool, and finally a broadened discussion of the findings.

3.2.1. Method of the research

Initially, it is valuable to note that – on one hand- our research has been evaluated to fall under the "fundamental" (pure or basic) categorization as named by Young, V.P. (as cited in Kothari, C. R., 2004, p. 3). Principally because this type is usually being carried out "to make generalisations about human behaviour and is concerned with the formulation of a theory» (as cited in Kothari, ibid, s. p.). Kothari, in easier clearer terms elaborates: « basic research is directed towards finding information that has a broad base of applications and thus, adds to the already existing organized body of scientific knowledge» (s. p.). On the other hand, it is also possible to label it "conceptual" essentially because this latter is related "to some abstract idea(s) or theory. It is generally used by philosophers and thinkers to develop new concepts or to reinterpret existing ones» (as cited in Kothari, ibid, p. 4).

But in the sake of optimizing the validity of this study, we opted to pursue the main stream of identical formerly fulfilled research corresponding to our same subject matter (exploration of attitudes & perceptions) and track on model works of foreigners along with those of local researchers alike the ones of Gu, X., Meng, M. & Li Manli, (2012), Guven, S. (2015), Tran, T. Q & Seepho, S. (2016), Kahraman, A. (2016), Bechlaghem, N.H & Aoued, H. (2017) who

opined that the Descriptive Methodology is the best in more than one way. Significantly they selected it because it helps greatly improve the clarity of closely related concepts.

There is a chief feature that characterizes this method as the most practical which is that using it « *the researcher has no control over the variables; he can only report what has happened or what is happening* ». In addition; in descriptive studies « *the researcher seeks to measure such items as, for example, frequency of shopping, preferences of people, or similar data*». They also include « *attempts by researchers to discover causes even when they cannot control the variables. The methods of research utilized in descriptive research are survey methods of all kinds, including comparative and co-relational methods*» (Kothari, ibid, p. 2)

Moreover; our study is being applicable on a case study basis. According to Dörnyei (2007, p. 155), the case study is:

> *"an outstanding method for obtaining a proper description of a complex social issue embedded within a cultural context. It allows the researcher to test how a set of situations come together and create new circumstances*" (as cited in Bechlaghem, N.H & Aoued, H., 2017, p. 17).

Additionally; they mope:

> « case studies, when done well, demonstrate a high level of completeness, depth of analysis and readability. They are also considered as one of the effective methods that can well generate the new hypotheses and models » (s. P.)

Meanwhile; Merriam, (1988, p. 16 as cited in Duff, P.A.2008, p. 22) describes the qualitative case studies as: "Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources". Hence and accordingly, the mostly spontaneous compatible fashion of sampling to the chosen fundamental approach and

descriptive methodology would be the random one

Furthermore, what justifies our choice is that the employment of a triangulation method (quantitative and qualitative options to collect necessary information) is very beneficial to accomplish a multi-dimensional work (here in our case the gender plus the motivation ones), to achieve genuine desirable confidential findings. And finally, to get inspirational insights for the recommendations also.

3.2.2. Research Instruments

As we mentioned earlier in the introduction, thanks to their indispensible role in the shaping of our study's course- we schemed to make the best utilization out of our statistical tools (the questionnaire, the interview and classroom observation), that is why we will herein provide succinct abridged descriptions of them.

3.2.2.1. Description of Students' Questionnaire

The researchers have structured students' questionnaire via adapting and reformulating some items from each referential work listed in the references so that it proceeds from general to specific under the purpose of gradually drawing the participants' attention to the basic element of this paper namely the Intercultural Communicative Competence.

Consequently and accordingly it has been subdivided onto four parts including 30 items and 7 direct questions of which 7 are meant for attitudes, 8 for perceptions and 7 others for sophomores' views. In addition; what is worth indicating is that out of the whole questions' sum 10 are directed for the IGF.

Still and all, what is special about our questionnaire is that it could be categorized counselling the Likert Scale (Agree, Disagree, Do not Know) versus the close ended affirmative responses (yes / no) together with the multiple choices and the open-ended questions. Which in our case

compose 7 to 12 to 15 to 3 in this respective order. On the flip side, it could be stratified building on the IGF to obtain some ten with this criterion and all of the remaining items are non-stratified. Herein are the subjects of the four parts and the meant aims from each of them:

Part One: General Information

The aim of which is to attain as much personal details such as gender, age, period of study, students' intrinsic or extrinsic motivation to learn and so on; as possible.

Part Two: Language Mechanics

From this part, the writers would intend to detect and determine students' views and perceptions about the English language' fundamental components (grammar, phonology, vocabulary, and communicative activities). Besides getting hints on learner's interests and ways of learning.

Part Three: Interaction and Communication

Herein the writers targeted basically their respondents' tendencies, perceptions of the worth of real life like situations, social immersion, their self evaluation of knowledge about CLTA and its principles, communicative competence, level of language mastery, attitudes of respect, tolerance for mistakes and so on.

Part Four: Culture and language learning

Within this part we involved: learners' perception of the correlation between language and culture, their self-evaluation of ICC, attitudes of curiosity, cultural sensitivity, and openness. They were asked for the source of knowledge about culture; and a few traits (stubbornness, reluctance), reactions to unsuccessful intercultural experiences with their consequences as well.

3.2.2.2. Description of Teachers' Interviews

Since teachers' views form a tertiary solicitude in our work, we purposefully outfitted restrictively seven questions merely to strengthen and boost the resonance of our claims. This is the reason why we devoted a part of the inquiries (4 questions) to seek the ten (10) interrogated

teachers' general common consensus of standpoints about the modes that can support the betterment of CLTA deployment. Solely to pave the way for the following more appealing part What is more, they were required to provide us with their opinions about their students' awareness, attitudes hand in hand with their perspectives on the existence of sound criteria and potentials in their learners that might allow them become competent speakers- within the second one.

3.2.2.3. Description of Classroom Observation

This statistical instrument is assigned the function of a pilot study to our research. The motif behind of which is to orient and intercept the course of the study (what themes to include, what attitudes to deal with, and what should be excluded) pre and post the administration of the questionnaire and to assist, and guide us not only while in progress construction and formulation of the survey; but also destine us towards the omission or substitution of some of its elements –if necessary- afterwards. However it has one additional crucial goal that is: it helps us get maintenance of a positive rapport with the tutors, for the sake of initiating them to our research work' core.

Our classroom observation checklist created based on the results found in the booklet entitled "*Developing and Assessing Intercultural Communicative Competence: A Guide for Language Teachers and Teacher educators*" by Ksenia Golubina, Ivanus, D., Lussier, D., Peck, C. et.al; has been designed to entail and is constructed on three zones:

First an introductory section wherein the adopted scale (**1**= more emphasis recommended, **2**= Acceptable, **3**= accomplished very well) is mentioned, and which aids the conductors to seize all background information about: group, date, module..... It is henceforth superseded by the areas earmarked for the constitutive phases of the lectures labelled "**What is observed"** altogether with that of ranking. Underneath is the space allocated for the observers' comments.

It comprised 8 sessions composing a total of 12 hours with the teacher of Seminar Civilization, other 8s with Oral Presentation, and we finished by 12 last; spared equally for the

Written Expression; Seminar Literature; Research Techniques; and Didactics. In a nutshell; our observation is essentially concerned with the following issues: Course Structure; Methods; Student-Teacher Interaction; Presentation; last but not least Content Relevance.

3.2.3. Participants and Setting

Our Sample (the Case Study)

The research targets a total population of about 160 English as a Foreign Language third year LMD students, yet out of it we have arbitrarily picked only almost a third fifty eight (58) respondents whom we strongly hoped would brew a representative sample.

We intentionally have selected third year sophomores, basically leaning on the assumption that they are already equipped with the least necessary deal of knowledge about what culture is?, and a minimum acquaintance with Intercultural affairs as a result of studying a three years English major course, and a consequence of civilization modules' dominance attached to both British and American cultures.

Our participants had to study for the academic year 2018/2019 ten comprehensive modules –in this respective order: a Foreign Language (here our respondents learned French), Psychology, Seminar Literature, Didactics, Linguistics, Oral Presentation, Written Presentation, Research Techniques, ESL, and at last but not least Seminar Civilization.

The Setting

The factual dimension of our investigation has been conducted into the classrooms of the faculty of Letters and Foreign Languages. More precisely, in the Department of the English Language and Literature at the University of El Bachir El Ibrahimi-BBA. Although it is a department that can be somehow deemed being neoteric, it hired only so skilful, competent and qualified tutors. Out of which no more than five are permanent; two majored in translation, another in literature and civilization, the remaining two specialized in linguistics and didactics. Yet thanks to their expertise all modules are being instructed and educated with excellence.

3.2.4. Data Collection Procedure

To explain this element means to supply our audience and readers with a forethought elaboration of each single administrative process of the statistical instruments; step by step.

We initiated our field work conduct with a request for authorization that was submitted by hand to the Department of the English Language and Literature at the University of El Bachir El Ibrahimi-BBA. After it was agreed on from the part of the Head of Specialty, and the chief members of the committee, we addressed three out of the five permanent tutors to get a consent on the content' clarity and validity of our checklist and then were motivated to indulge with the teachers and learners.

Because it is the pilot study to our research; Classroom Observation procedure was the first to take place -from among our tools of information seizing. Eventually, it lasted for the short period of two weeks before El Hirak and nothing else than four weeks after it. It started on the nineteenth of February; .and actually began with three successive sessions of Seminar Civilization, each with a different group.

Similarly to what was mentioned earlier (in its description), the observation proceeded for 5 other lectures; then our room of viewpoints of interests extended and have shifted to reach other modules; which we believed have closer links to the subject matter of our study and would give rise to better convenient remarks.. Henceforth we attended several additional lectures.

In the meantime while the observation was being operationalized, many students have been contacted during the intervals between the courses and assigned their handouts. Learners' survey is a five pages long questionnaire. On that account we estimated it would take around 10 to 15 minutes to be fully responded on. What required the presence of the researchers by the time of its administration to ensure that sophomores would give back all of the layouts completely filled out.

Having said that, the presence of the researchers was so useful, because thanks to it we came to simplify item number 5 of the fourth part on which the students faced a minor

confusion. What is more- owing to their very beneficial feedback- we were counselled to delete the tenth inquiry- in the same part.

As soon as we were done with the two first instruments, we provided a draft of the interview's questions and presented it to the interviewees pre- conducting the reciprocity, for the sake of decreasing the level of vulnerability to misunderstanding and misconception. The tutors welcomed the idea with big warm-heartedness, besides accepting to be audio recorded (except one who argued that she would prefer her speech to be noted down).

The workplaces were two or three well-selected quiet classrooms to guarantee the least comfortable circumstances to vouch the best generation of valid data. What is worth noting; though; is that two or three of the interviewees have asked for an in-depth elaboration on our inquiries, forging forward the claim that the intercultural concerns are not that much into their modules.

3.2.5. Data Analysis Techniques

In order for any researcher to transform empirical numerical data into workable interpretative corpus; (s) he has to select from among an ample of statistical techniques (mean, median, standard deviation, regression, t-test, ANOVA....) the one (or more) that best produces credible, transferable and generalizable aftermaths, which would attract and be comprehensible to the largest possible mob of receivers. That is the reason why we opted for the **frequencies** and **percentage**; since they are the most common simple and facile ones employed in congruent research works that fall in the same conformable scope of interests as ours. One further paramount reason behind our decision is that the mode will be immediately apparent, in addition to the immediate appeal to the eye that their graphical demonstration cause (see Coolican, ibid, p. 214). .

3.3. Analysis and Interpretation of Research Results

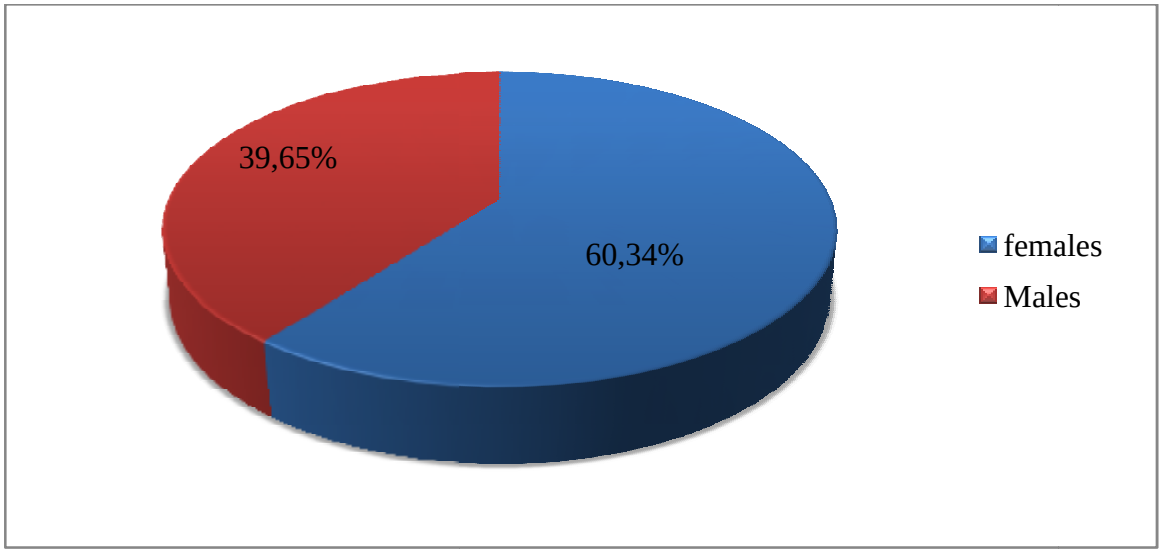
Each single idea, concept, aspect, attitude, way of perceiving, item, observation, question, or remark contained in a work or study has an extra meaning of a scientific genre that is nominated by scholars «interpretation». Any researcher who desires to reach credible and eligible findings is strongly and rigorously compelled to conform to a certain amount or degree of convincing interpretations which (s) he would obtain only from exerting a thorough critical analysis.

3.3.1. Analysis of Students' Questionnaire

Part One: General information

Gender	**%**	Freqs
M	**39.65**	**23**
F	**60.34**	**35**

Table 1: Respondents' **Gender**



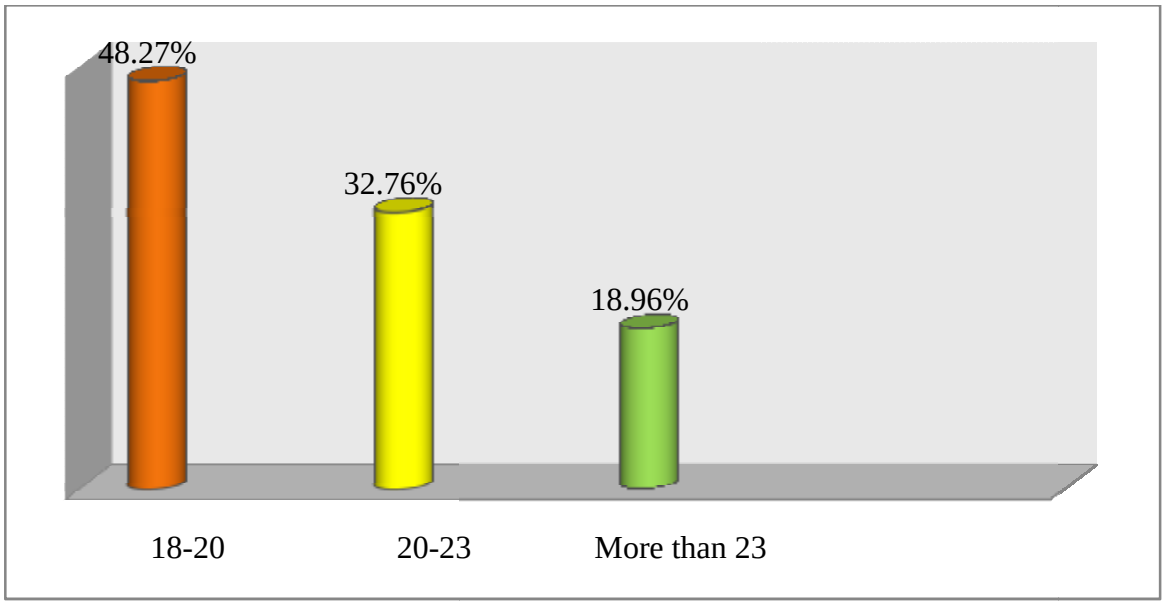
Graph 1: Respondents' **Gender**

The data demonstrated in this table and chart indicate that 23 of the participants with 39.65% are males and 35 of them with 60.34% are females. So almost two thirds of our sample are girls. These results usually can be justified by females' tendencies to choose literary streams.

However; the third third of males should not be ignored as it highly signifies a change in males' tendencies.

Opts	**%**	Freqs
18 - 20	**48.27**	**28**
20- 23	**32.76**	**19**
More than 23	**18.96**	**11**

Table 2: Respondents' **Age**



Graph 2: Respondents' **Age**

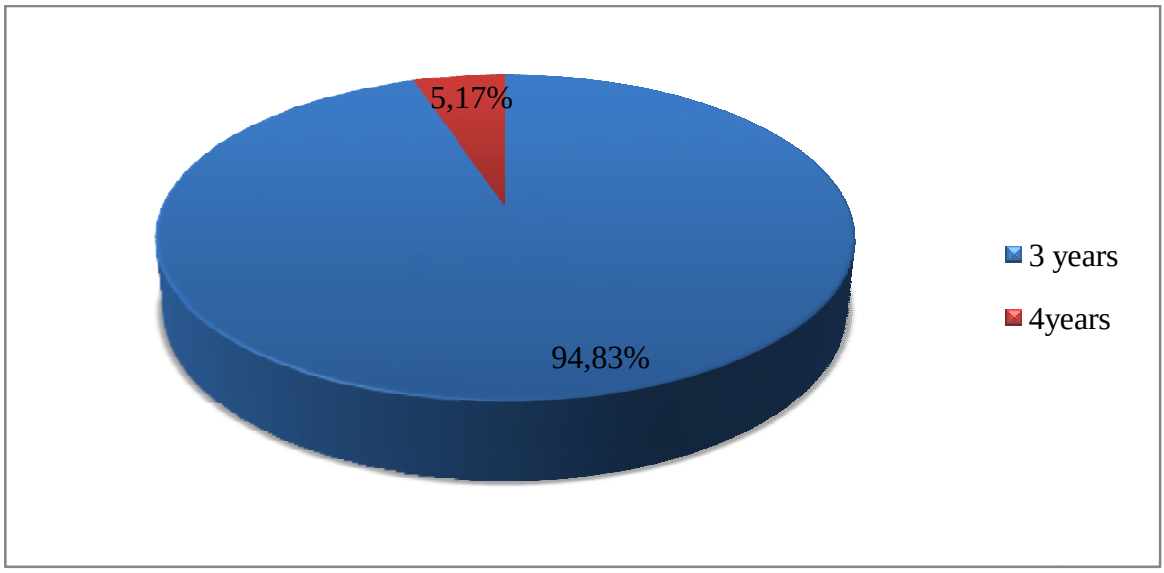
The results obtained from the categorization of our respondents according to their ages into three groups revealed that 28 of the students with 48.27% are aged between 18 and 20 years, 19 of the participants with 32.76% are from 20 to 23, whereas the 11 remaining students with 18.96% age more than 23 years. In other words; around half of our sample are younger than their ordinarily aging peers, meanwhile the questionnaire outcame with a remarkable number that is 11 students aging more than 23, this can be explained by learners' failure to pass some scholarly years which might have occurred in earlier phases or in their higher studies. .

Item 1:

You have been studying in the English department for: ..... years

Opts	%	Freqs
3 years	**94.83**	**55**
4 years	**5.17**	**3**

Table 3: Period of Study at the English Department



Graph 3: PC of Period of Study at the English Department

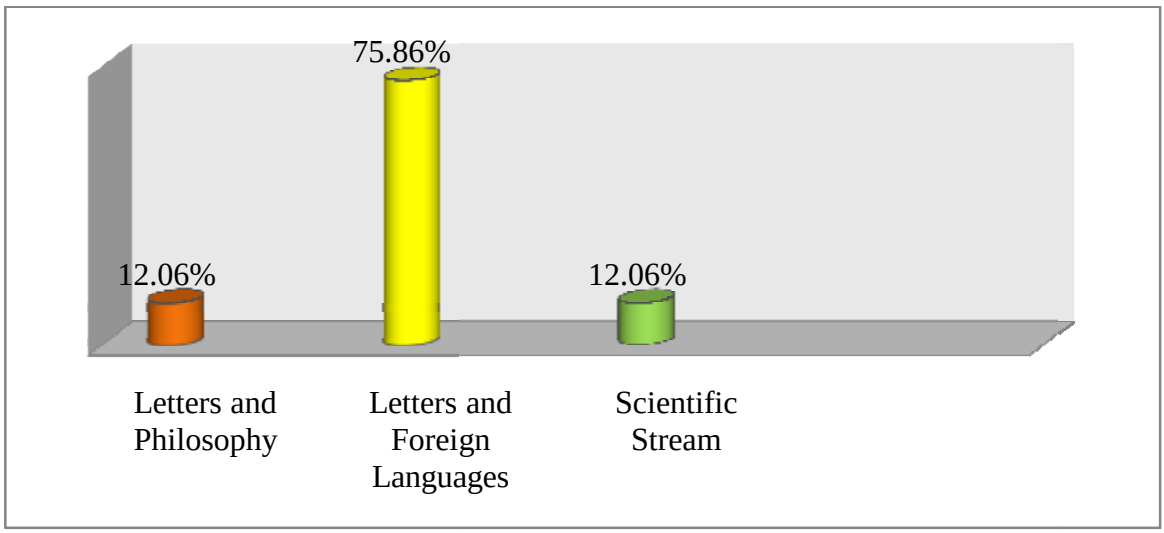
From this graph we have disclosed that out of 58 questioned students, 55 with 94.83% representing an overpowering majority have stated that their studies in the English department lasted for 3 years; meanwhile only 3 of them with 5.17% answered saying "4 years". What can be concluded from these records is that the average of recession of EFL third year students is eventually very low, which in its turn contradicts with our supposition in the preceding table and probably indicates the implementation of acceptable suitable syllabus, or could be attributed to the appropriateness of their teacher's method.

Item 2:

Baccalaureate stream

Opts	%	Freqs
Letters and Philosophy	**12.06**	**7**
Letters and Foreign Languages	**75.86**	**44**
Scientific Stream	**12.06**	**7**

Table 4: Students' Baccalaureate Stream



Graph 4: Students' Baccalaureate Stream

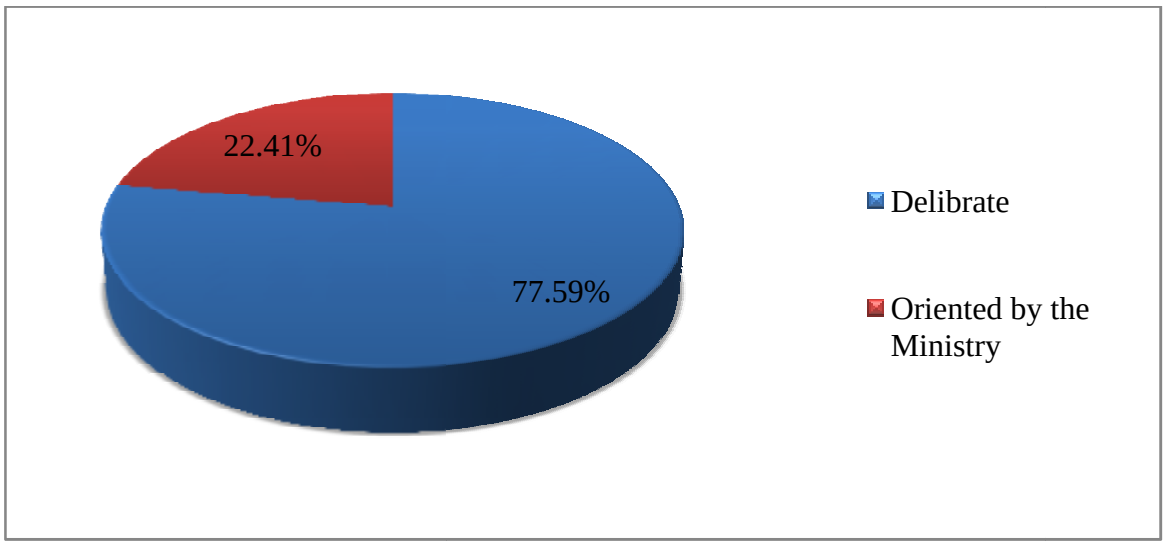
According to the outputs we came by from our question about learners former branch (in the secondary school), we scored 44 students with 75.86% preponderance that used to study in the Letters and Foreign Languages stream, and very few just "14 members" with 24.12%, 7 for each whom replied by either the Scientific Stream or the Letters and Philosophy. Hence these results reflect that EFL sophomores follow the regular administrated stream.

Item 3:

Choice of the English specialty

Opts	%	Freqs
Deliberate	**77.59**	**45**
Oriented by the ministry	**22.41**	**13**

Table 5: Respondents' Choice of the English Specialty



Graph 5: Respondents' Choice of the English Specialty

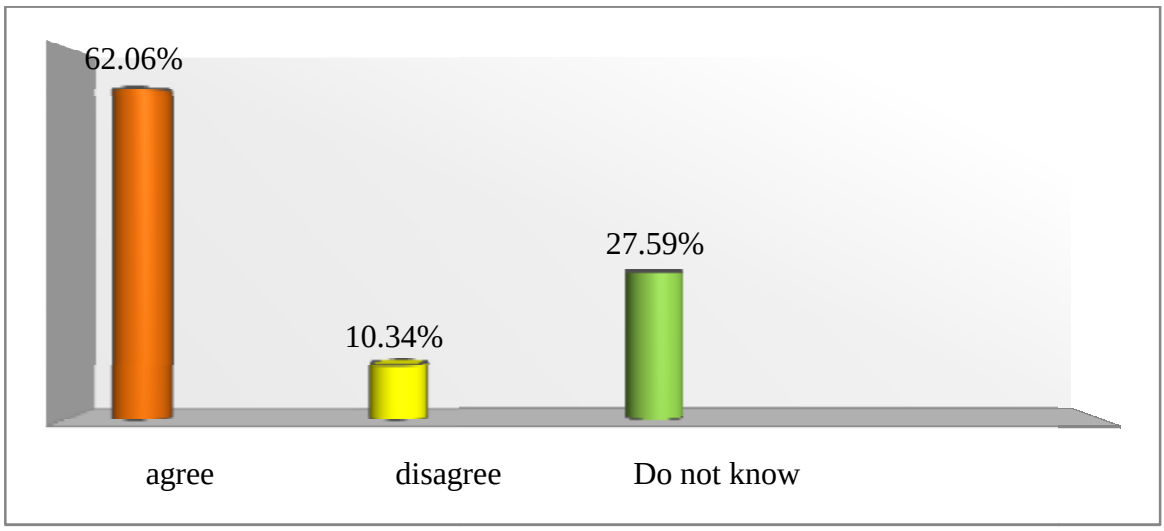
We formed this item under the purpose of figuring out what motivates learners to choose to major in the English specialty, in another way to determine if it is intrinsic or extrinsic. We got 45 deliberates with 77.59% and 13 oriented by the ministry with 22.41%**.** Subsequently; the snaffled data illustrated in these charts suggest three quarters of our sample are highly intrinsically motivated what signals a strong readiness and openness to learning all throughout the whole English course.

Item 4:

Language learning assumes a remarkable status in high studies

Opts	**%**	Freqs
Agree	**62.06**	**36**
Disagree	**10.34**	**6**
Do not know	**27.59**	**16**

Table 6: Students' Perception of Language' Status in High Studies



Graph 6: Students' Perception of Language Status in High Studies

When asked for their view about the status of languages in high studies, we found that 36 out of the total of 58 interrogated students with 62.06% agreed on the point that languages' learning assumes a remarkable role in universities. In contrast, just 6 with 10.34% disagreed, while 16 with 27.59% replied with a "do not know" answer which may be considered as an intimation of learners' average knowledge resulting probably from a false preconceived idea about the significance of learning languages at the higher studies stage.

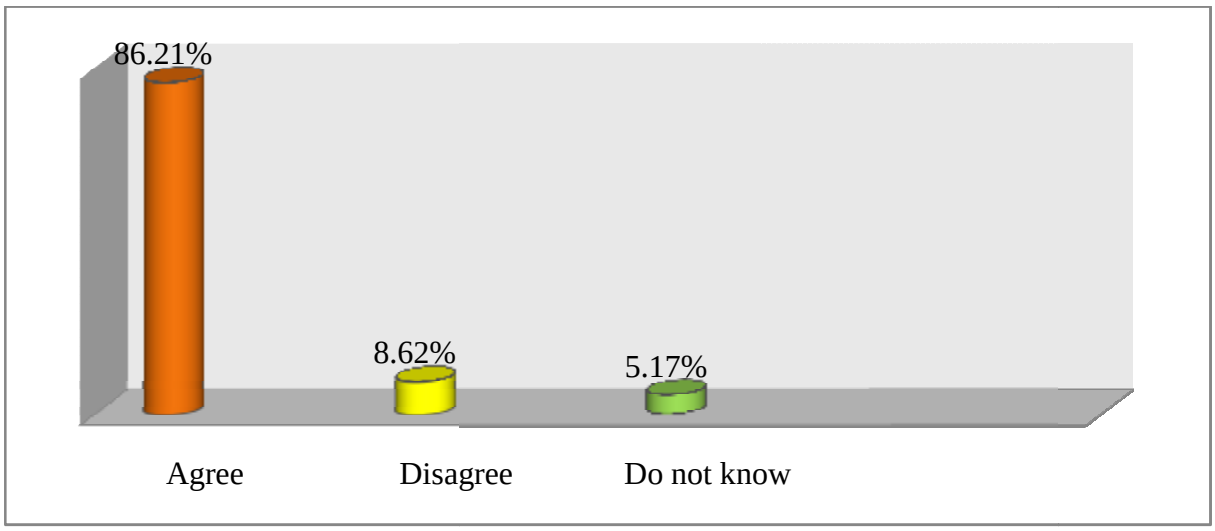
Part Two: Language Mechanics

Item 5:

To acquire any language, it is very important to study its grammar rules and enlarge its body knowledge

Opts	**%**	Freqs
Agree	**86.21**	**50**
Disagree	**8.62**	**5**
Do not know	**5.17**	**3**

Table 7: Students' Perception of the Importance of Grammar Study and Enlargement of Body Knowledge for Language Acquirement



Graph 7: Hist of Students' Perception of the Importance of Grammar Study and Enlargement of Body Knowledge for Language Acquirement

From the table and graph seven (7), the majority of students (50) compensate (86.21%) strongly agree with the idea that to acquire any language, it is very important to study its grammar rules and enlarge its body knowledge. Five (5) of them with (8.62%) disagree this idea. However, the last three students with (5.17%) said that they do not know the importance of grammar rules and enlargement of body knowledge for language acquirement.

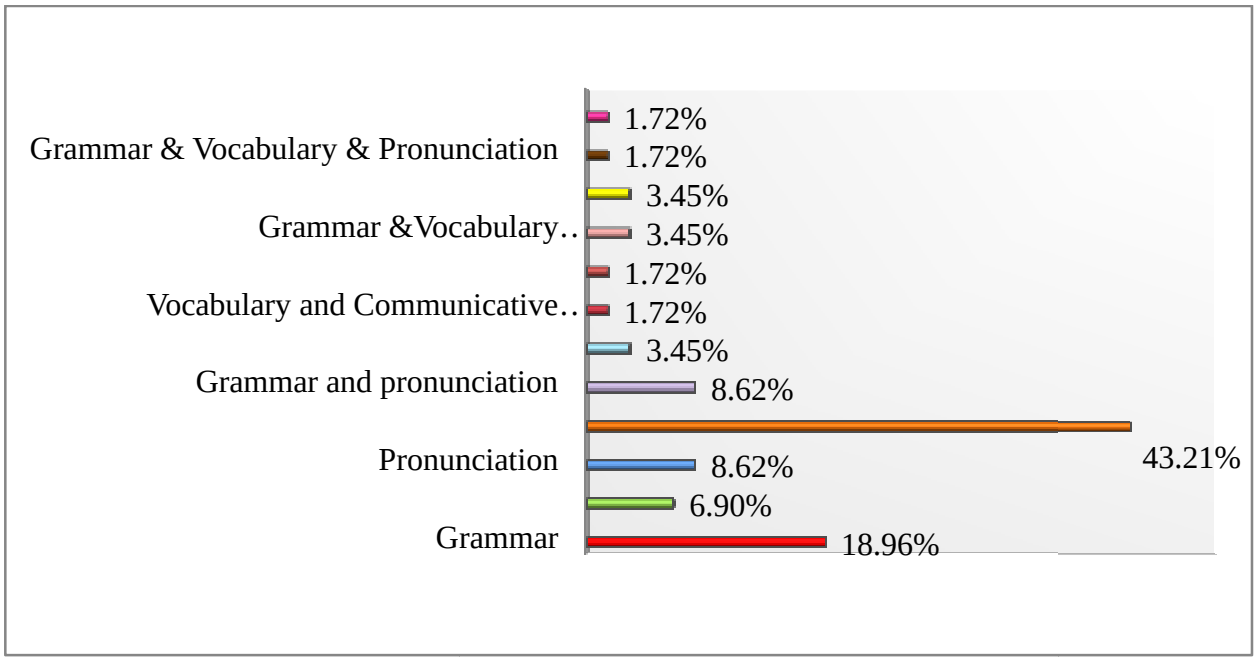
These findings confirm that most of students focus on grammar rules and enlargement of body knowledge in their language acquirement. Because, Grammar is paramount in communication as it helps them to produce well-formed sentences. As a result, students should think about grammatical rules before they start speaking, reading, or writing a single sentence.

Item 6:

Your teachers' activities have so far focused on

Opts	%	Freqs
Grammar	**18.96**	**11**
Vocabulary	**6.9**	**4**
Pronunciation	**8.62**	**5**
Communicative activities	**43.10**	**25**
Grammar and pronunciation	**8.62**	**5**
Grammar and Communicative activities	**3.45**	**2**
Vocabulary and Communicative activities	**1.72**	**1**
Pronunciation and Communicative activities	**1.72**	**1**
Grammar &Vocabulary &Communicative activities	**3.45**	**2**
Grammar & Pronunciation &Communicative activities	**3.45**	**2**
Grammar & Vocabulary & Pronunciation	**1.72**	**1**
All options	**1.72**	**1**

Table 8: Students' Views about the Focus of their Teachers' Activities



Graph 8: Hist of Students' Views about the Focus of their Teachers' Activities

From the table (8) and graph (8), 25 students with (43.10%) confirm absolutely that the chief focus of teachers' activities is Communication activities. 11 students with (18.96%) said that teachers focus on Grammar activities. 4 students compensate (6.9%) said that their teachers focus on vocabulary and (15) students with (8.62%) said that their teachers focus on vocabulary activities. However, many students chose more than one activity.

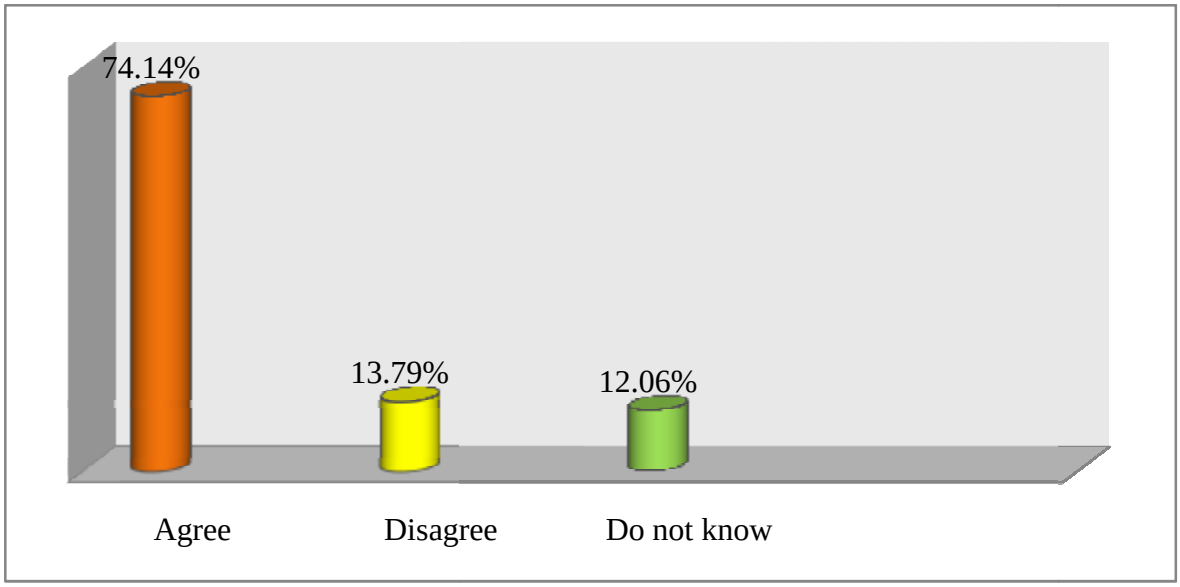
This might suggest that the primary focus of the teachers' activities is to teach Communicative skills and Grammar in order to promote their students' abilities to produce well and correct sentences.

Item 7:

Translation plays a crucial role in the foreign language class

Opts	**%**	Freqs
Agree	**74.14**	**43**
Disagree	**13.79**	**8**
Do not know	**12.06**	**7**

Table 9: Students' Perception of the Role of Translation in he Foreign Language Class



Graph 9: Hist of Students' Perception of the Role of Translation in the Foreign Language Class

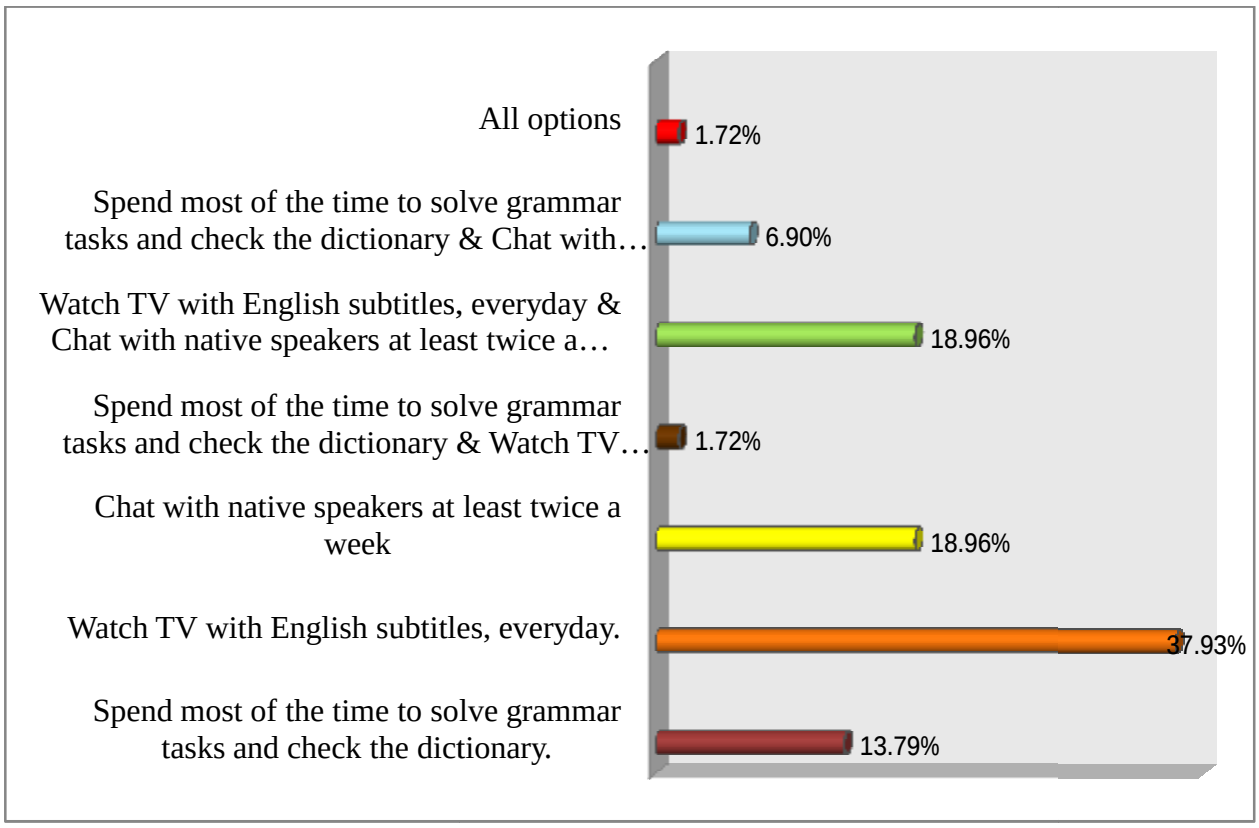
This table shows that the majority of students (43) students with (74.14%) agree with the idea of translation plays a crucial role in the foreign language class. Eight (8) of them with (13.79%) disagree with this idea. However, the last seven students with (12.06%) do not know about this idea. In brief, we can say that translation has an important role in the foreign language class.

Item 8:

To learn English as a foreign language, it is better to get used to

Opts	%	Freqs
Spend most of the time to solve grammar tasks and check the dictionary.	**13.79**	**8**
Watch TV with English subtitles, everyday.	**37.93**	**22**
Chat with native speakers at least twice a week	**18.96**	**11**
Spend most of the time to solve grammar tasks and check the dictionary & Watch TV with English subtitles, everyday.	**1.72**	**1**
Watch TV with English subtitles, everyday & Chat with native speakers at least twice a week	**18.96**	**11**
Spend most of the time to solve grammar tasks and check the dictionary & Chat with native speakers at least twice a week	**6.9**	**4**
All options	**1.72**	**1**

Table 10: Students Views about the Best Strategy for Learning EFL



Graph 10: Hist of Students' Views about the Best Strategy for Learning EFL

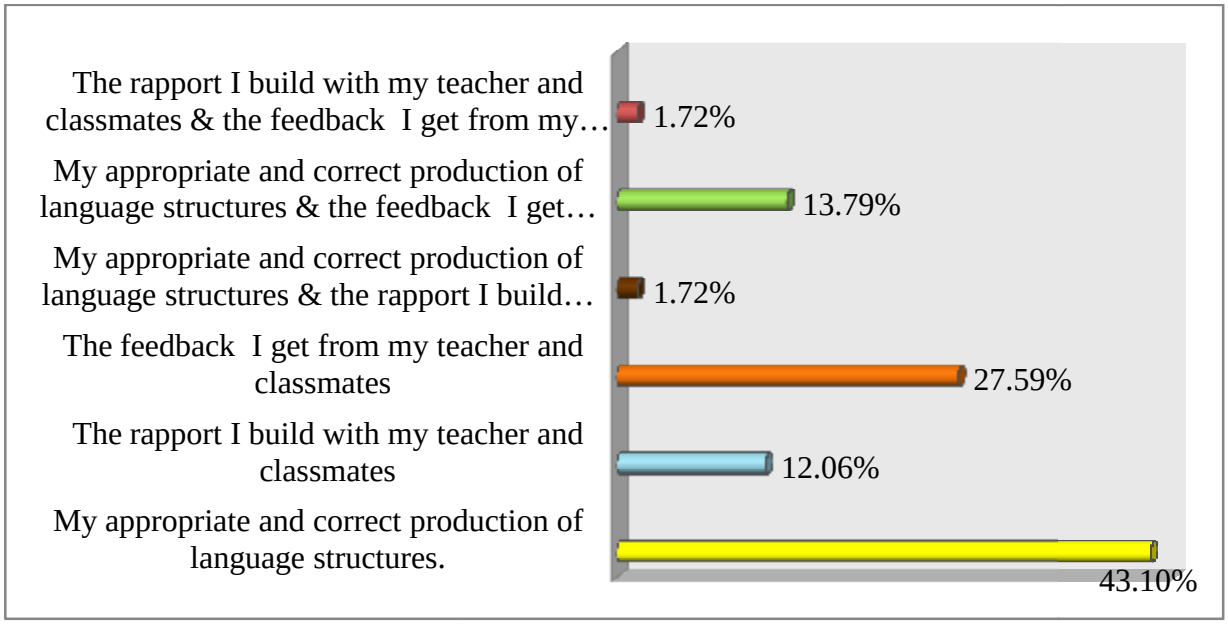
The results from table (10) and graph (10) demonstrate that (22) students with (37.93%) said that watching TV with English subtitle is the best way to learn English as a foreign language. Likewise, 11 students with considerable percentage of (18.96%) believe that solving grammar tasks and checking the dictionary is the best one. In addition, little attention was given to chat with native speakers. However, many students chose more than one way. These results demonstrated that watching TV is the best way to enhance student's level.

Item 9:

While learning English, I pay more attention

Opts	%	Freqs
My appropriate and correct production of language structures.	**43.10**	**25**
The rapport I build with my teacher and classmates	**12.06**	**7**
The feedback I get from my teacher and classmates	**27.59**	**16**
My appropriate and correct production of language structures & the rapport I build with my teacher and classmates	**1.72**	**1**
My appropriate and correct production of language structures & the feedback I get from my teacher and classmates	**13.79**	**8**
The rapport I build with my teacher and classmates & the feedback I get from my teacher and classmates	**1.72**	**1**

Table 11: Students Interests While Learning English



Graph 11: Hist of Students Interests While Learning English

The table (11) and the graph (11) demonstrate that the majority of students with (43.10%) chose «A», which means that their attention while learning English is to produce correct language structures. Seven (7) students with (12.06%) answered that they pay more attention to the rapport they build with their teachers and classmates. However, the last sixteen (16) students pay

attention to the feedback they get from their teachers. From this question, we can notice students' interest and desire to learn.

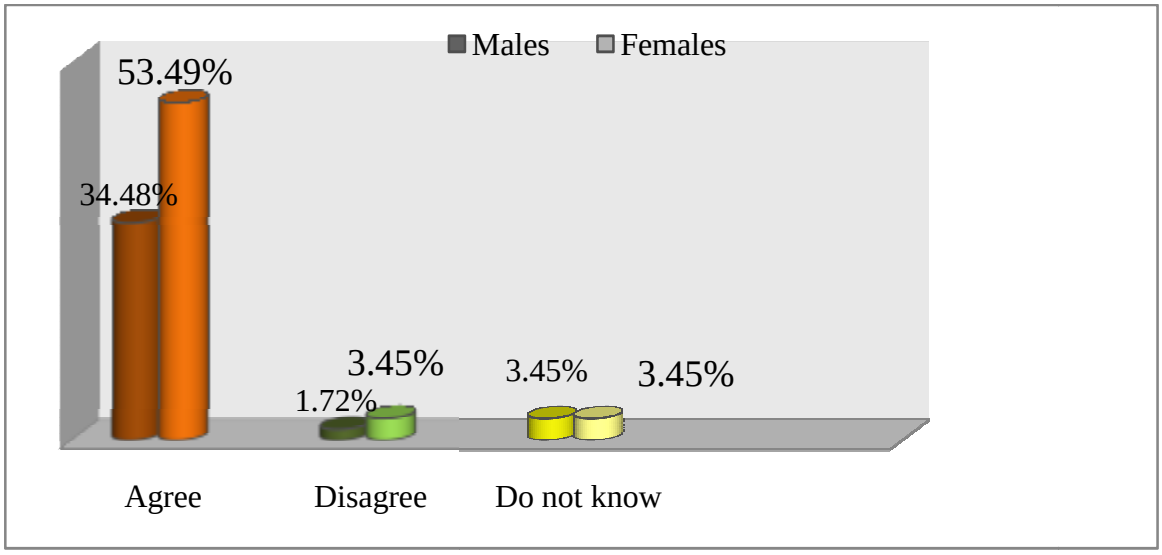
Part Three: Interaction and Communication

Item 10:

A language is best learned when the learners are engaged in real-life like situations

	%		Freqs	
Opts / G	M	F	M	F
Agree	**34.48**	**53.49**	**20**	**31**
Disagree	**1.72**	**3.45**	**1**	**2**
Do not know	**3.45**	**3.45**	**2**	**2**

Table 12: Students' Perception of the Significance of Engagement in Real Life Situations and IGF



Graph 12: Hist of Students Perception of the Significance of Engagement in Real Life Like Situations and IGF.

According to the collected data, 53 students with (87.97%) agree on the idea of language is best learned when the learners are engaged in real life like situations. However, three students with (5.17%) disagree with this idea, and the last three students with (6.90%) do not know about

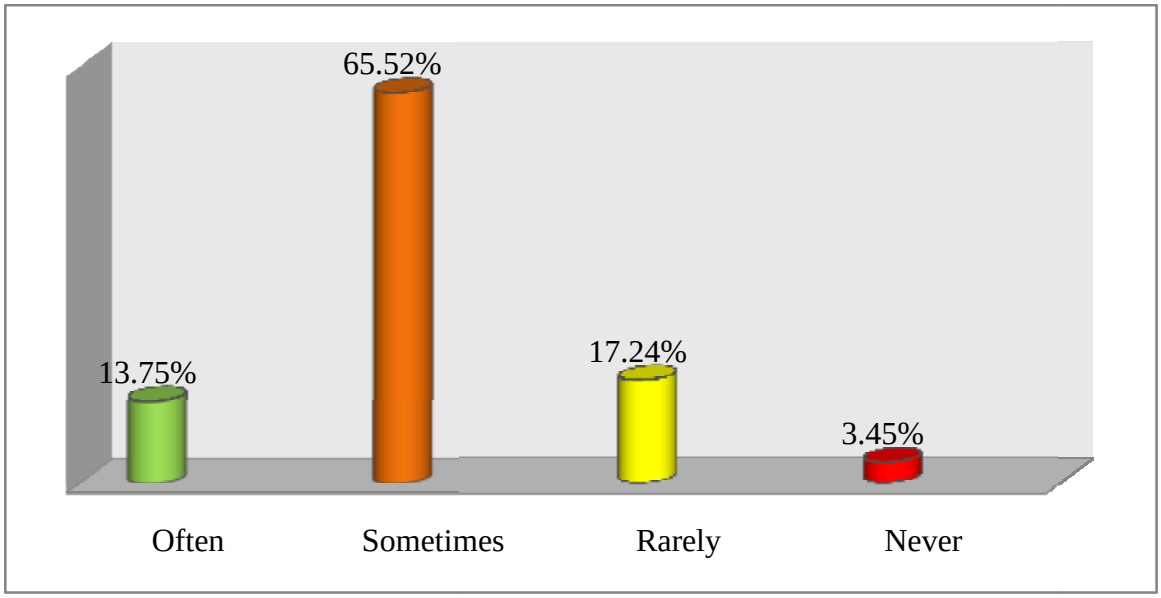
this idea. From this question, we can notice students' interest and desire to learn. Students believe that the effective communication requires engagement in real life situation in order to promote their learning.

Item 11:

I eagerly take part in discussions with English people and make debates with my mates

Opts	%	Freqs
Often	**13.75**	**8**
Sometimes	**65.52**	**38**
Rarely	**17.24**	**10**
Never	**3.45**	**2**

Table 13: Learners' Participation in Debates and their Habits



Graph 13: Hist of Learners' Participation in Debates and their Habits.

This table and graph show that eight (8) students with (13.75%) often take part in discussions with English people. 38 students with (65.52%) said that they sometimes take part in discussions with English people. Ten (10) students with (17.24%) said that they rarely take part

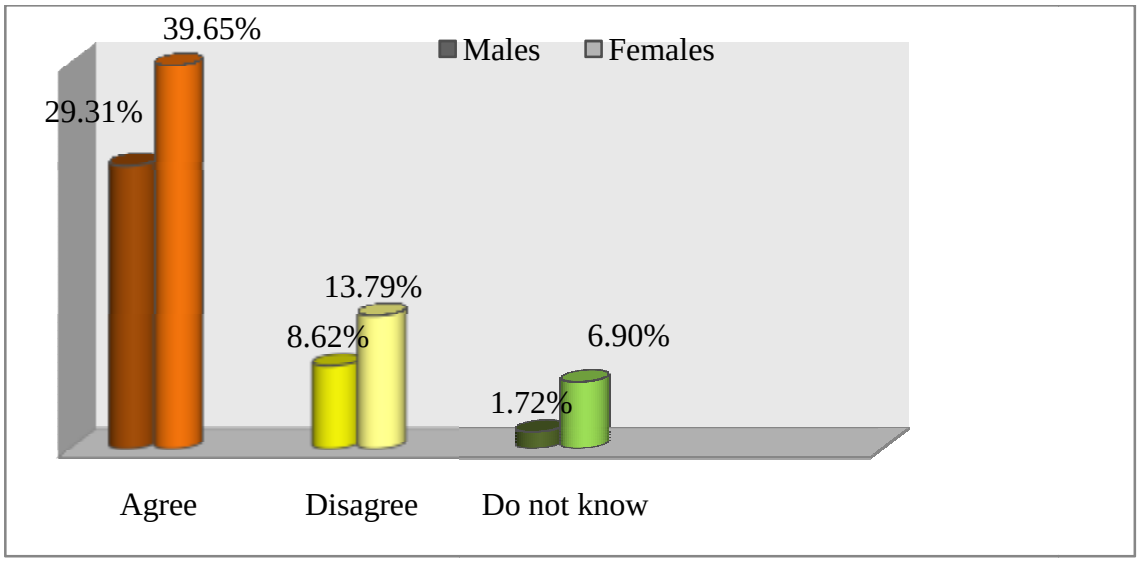
in discussions with English people, and last two (2) students with (3.45%) said that they never take part in discussions with English people. This may refer to students different abilities to engage in real English communication.

Item 12:

It's better to learn English in an English speaking country

	%		Freqs	
Opts / G	M	F	M	F
Agree	**29.31**	**39.65**	**17**	**23**
Disagree	**8.62**	**13.79**	**5**	**8**
Do not know	**1.72**	**6.9**	**1**	**4**

Table 14: Learners' Perception of the Worth of Social Immersion and IGF



Graph 14: Hist of Learners' Perception of the Worth of Social Immersion and IGF.

The table (14) and graph (14) show that the majority of students (40) compensate (68.96%) strongly agree that English language is better learned in an English speaking country. 13 students with (22.41%) disagree with this idea. However, five (5) students with (3.45%) said

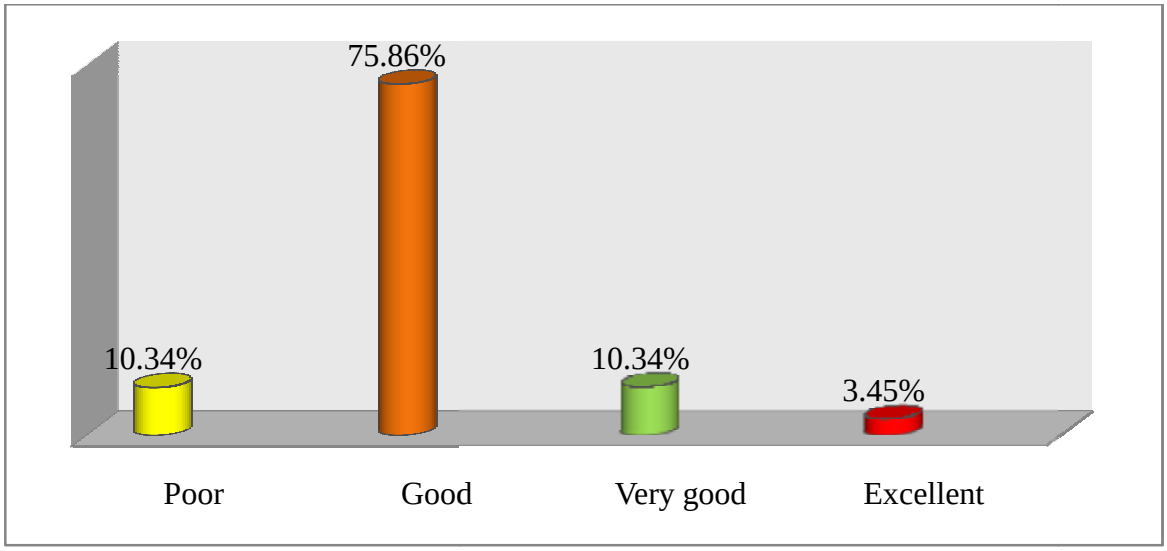
that they do not know about this idea. This result confirms that the majority of students aim to deal and participate with native speakers.

Q 1:

How do you evaluate your knowledge about the "Communicative Language Teaching Approach" (CLTA)?

Opts	%	Freqs
Poor	**10.34**	**6**
Good	**75.86**	**44**
Very good	**10.34**	**6**
Excellent	**3.45**	**2**

Table 15: Students Evaluation of Their Knowledge about the CLTA



Graph 15: Hist of Students' Evaluation of Their Knowledge about the CLTA.

This table representing students' evaluation of their knowledge about the CLTA. The majority of the students (44) compensate (75.86%) claim that their knowledge about Communicative Language Teaching Approach are good. Six (6) of them with (10.34%) said that their knowledge are very good. However, two (2) students with (3.45%) said that their knowledge are excellent,

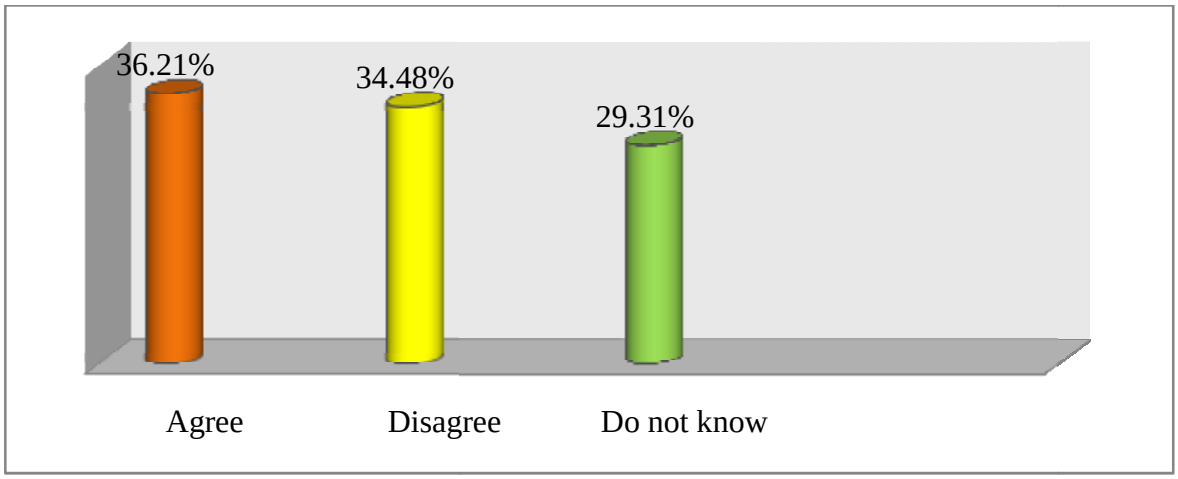
and the last (6) students with (10.34%) said that their knowledge about Communicative Language Teaching approach are poor. These results confirm that the majority of students are interested about Communicative Language Teaching approach and have a good competence to communicate.

Item 13:

According to CLTA' views, English is learned mainly through communication with grammar rules explained only when necessary

Opts	**%**	Freqs
Agree	**36.21**	**21**
Disagree	**34.48**	**20**
Do not know	**29.31**	**17**

Table 16: Students' Views about the Main Principle of the CLTA



Graph 16: Hist of Students' V about the Main Principle of the CLTA**.**

According to data collected, 21 students compensate (36.21%) agree the idea of English is learned through communication with Grammar rules explained only when necessary. However, 20 students with (34.48%) disagree this idea, and 17 students with (29.31%) do not know if Grammar rules are important in communication or not. From these findings, we can say

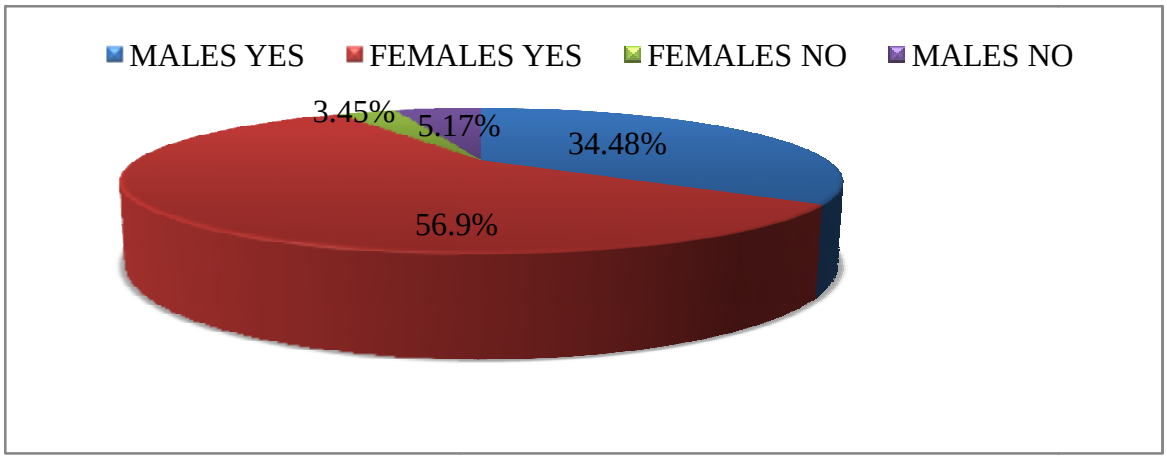
that there are two kind of students. Many students like to respect Grammar rules in their communication. However, other students believe that participation and engagement in communication frequently are more important than Grammar rules.

Item 14:

I believe making mistakes and consistent trials in my attempt to communicate in English helps me to better learn it.

	%		Freqs	
Opts / G	M	F	M	F
Yes	**34.48**	**56.9**	**20**	**33**
No	**5.17**	**3.45**	**3**	**2**

Table 17: Students Attitudes towards Tolerance for Mistakes Making and Readiness for Consistent Trials in Order to Communicate and IGF.



Graph 17: PC of Students' Attitudes towards Tolerance for Mistakes Making and Readiness for Consistent trials in Order to Communicate and IGF.

This question representing Students Attitudes towards Tolerance for Mistakes Making and Readiness for consistent trials in Order to Communicate. The majority of them (91.38%) compensate 53 students agree this idea. By contrast, only few students (5) with an average of

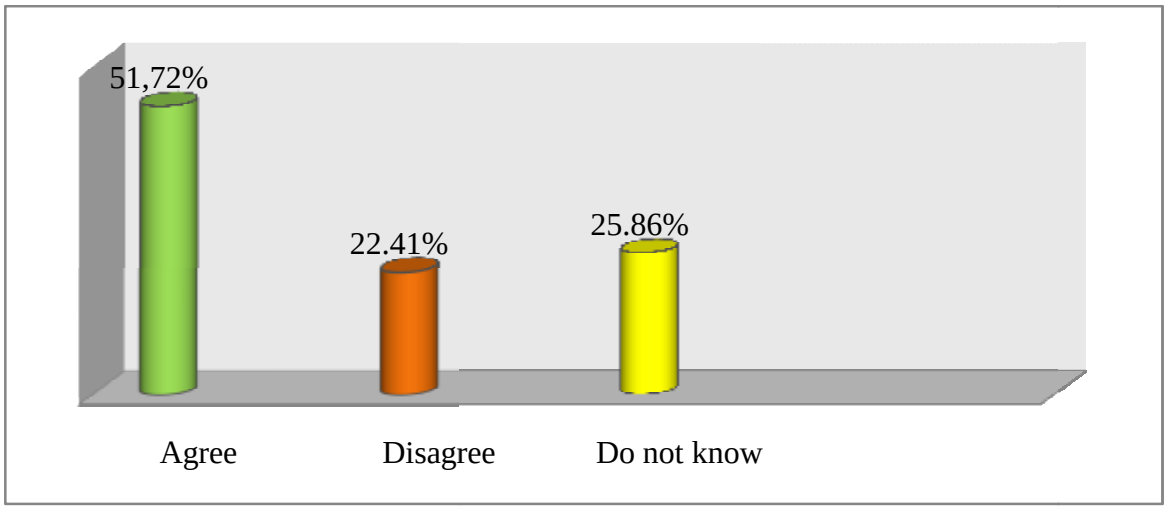
(8.62%) disagree this idea. These results confirm that students based in their learning on communication. In other words, they based on the use more than the form of the language.

Item 15:

The practice of the English usage within communicative activities is of high importance for its mastery as a foreign language

Opts	%	Freqs
Agree	**51.72**	**30**
Disagree	**22.41**	**13**
Do not know	**25.86**	**15**

Table 18: Students' Views about the High Importance of the Practice of Language' Usage within Communicative Activities for Language' Mastery



Graph 18: Hist of Students' Views about the High Importance of the Practice of Language' Usage within Communicative Activities for Language' Mastery

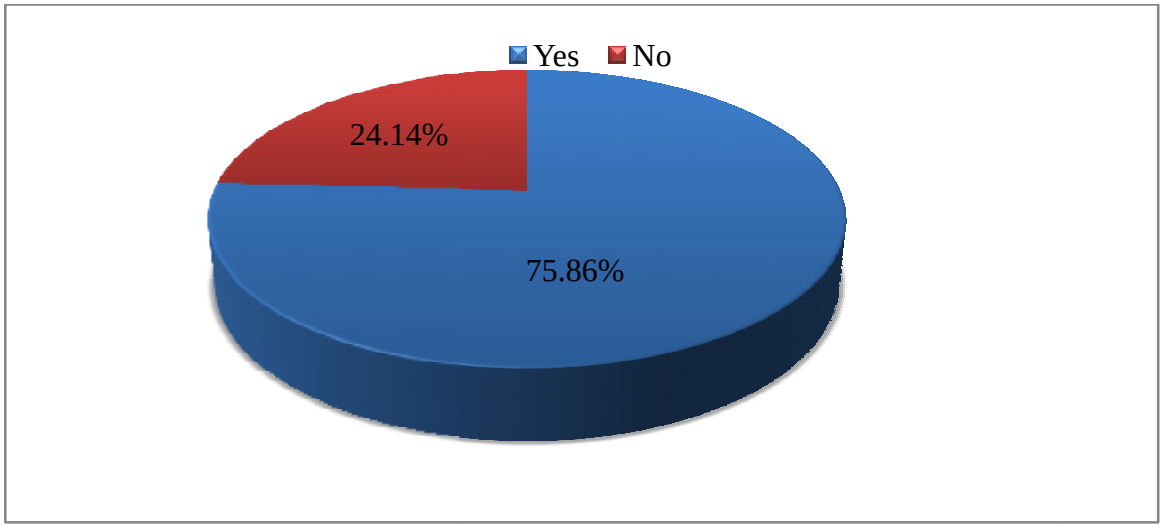
This table representing that (30) students with (51.72%) support the importance of the practice of language usage within Communicative Activities for language mastery. By, contrast, 13 students with (22.41%) disagree this idea. However, 15 students with (25.86%) do not know about this idea. These findings confirm that engaging in communication with other people is best way to learn language..

Item 16:

Since the very beginning of my English learning course at the university, I have been encouraged to communicate in English.

Opts	%	Freqs
Yes	**75.86**	**44**
No	**24.14**	**14**

Table 19: Learners' Attitudes towards their Teachers Encouragement to them to Communicate



Graph 19: PC of Learners' Attitudes towards their Teachers' Encouragement to them to Communicate**.**

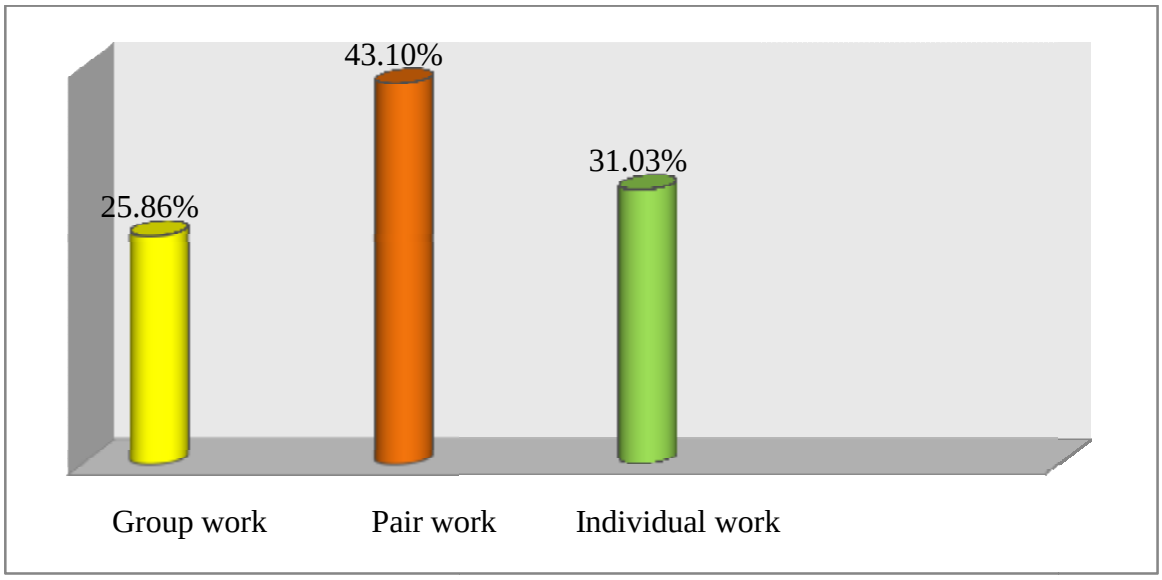
The table (19) and graph (19) demonstrate that most of students (44) with a rate of (75.86%) tend to be encouraged to communicate in English. By contrast, only few students (14) with an average of (24.14%) stated that they do not encouraged to communicate in English. However, these results confirm that the majority of the students are encouraged to use and participate in the English Language.

Item 17:

In your classroom activities you prefer

Opts	%	Freqs
Group work	**25.86**	**15**
Pair work	**43.10**	**25**
Individual work	**31.03**	**18**

Table 20: Students' Preferable Type of Activity in Classroom



Graph 20: Hist of Students' Preferable Type of Activity in Classroom.

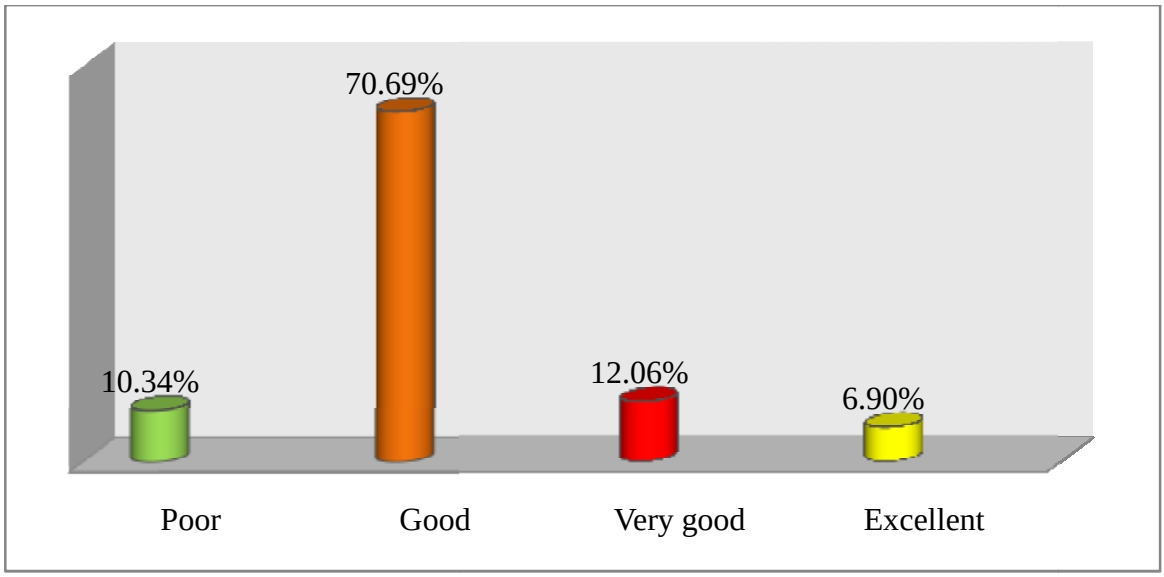
Having both groups combined, the results from the table (20) and the graph (20) demonstrated above reveal that (15) students with a considerable percentage (23.86%) prefer group work in their classroom activities. Likewise, 25 students with a considerable percentage (43.10%) prefer pair work. However, individual work which is the other rate with (31.03%) is collected by 18 students as well. These results might suggest that students are conscious of their classroom activities. In that, majority of them favour the pair work in order to share their ideas and help each other. However, some of them favour group work. So, we can say that the majority of the students understand and learn from their classmates.

Q2:

How do you evaluate your knowledge about the "Communicative Competence"?

Opts	%	Freqs
Poor	**10.34**	**6**
Good	**70.69**	**41**
Very good	**12.06**	**7**
Excellent	**6.9**	**4**

Table 21: Students' Evaluation of Their Knowledge about the Communicative Competence



Graph 21: Hist of Students' Evaluation of Their Knowledge about the Communicative Competence.

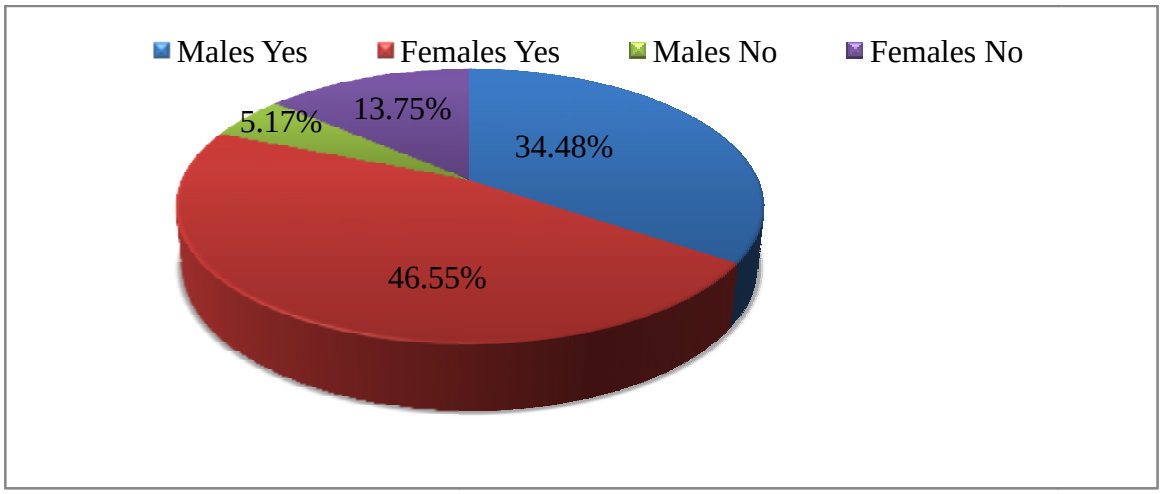
Third year EFL students when being asked about evaluation of their communicative competence' knowledge. There are 41 students who equal (41.69%) said that their knowledge is good. While 7 students with percentage of (12.06%) stated that their knowledge is very good. Likewise, 4 students with (6.9%) stated that their knowledge is excellent. Whereas, just 6 students with (10.34%) who said that their knowledge is poor. These results confirm that the majority of third year EFL students of BBA University have good knowledge about communicative competence.

Item 18:

I think I am respectful towards others' distinguished socio-cultural values like: sense of equity, liberty, beliefs, organizational political system....

	%		Freqs	
Opts / G	M	F	M	F
Yes	**34.48**	**46.55**	**20**	**27**
No	**5.17**	**13.75**	**3**	**8**

Table 22: Students' Attitudes of Respect towards Others' Distinguished Socio-cultural Values and IGF



Graph 22: PC of Students' Attitudes of Respect Towards Others' Distinguished Socio-cultural Values and IGF.

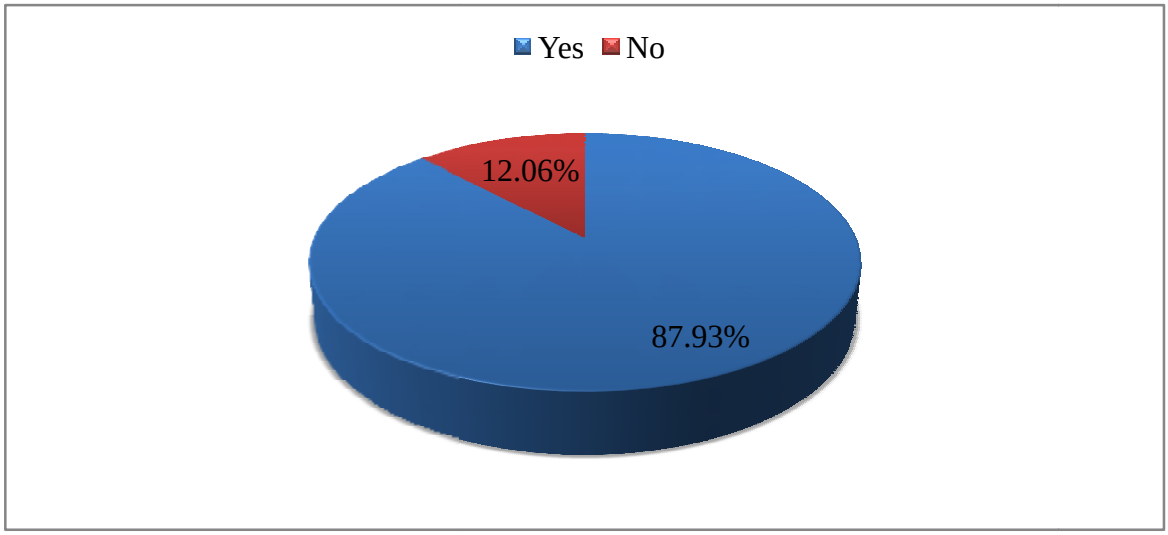
This table shows that the majority of students (47) compensate (81.03%) think that their are respectful toward others' distinguished socio- culture values. This latter may refer to many reasons. Here we can recognize that students are conscious about English language culture. However, just only 11 students with (18.11%) do not aware about English language culture.

Item 19:

I demonstrate a good level of language mastery whilst I interact with people from different backgrounds

Opts	%	Freqs
Yes	**87.93**	**51**
No	**12.06**	**7**

Table 23: Students' Views about their Level of Language' Mastery



Graph 23: PC of Students' Views about their Level of Language' Mastery

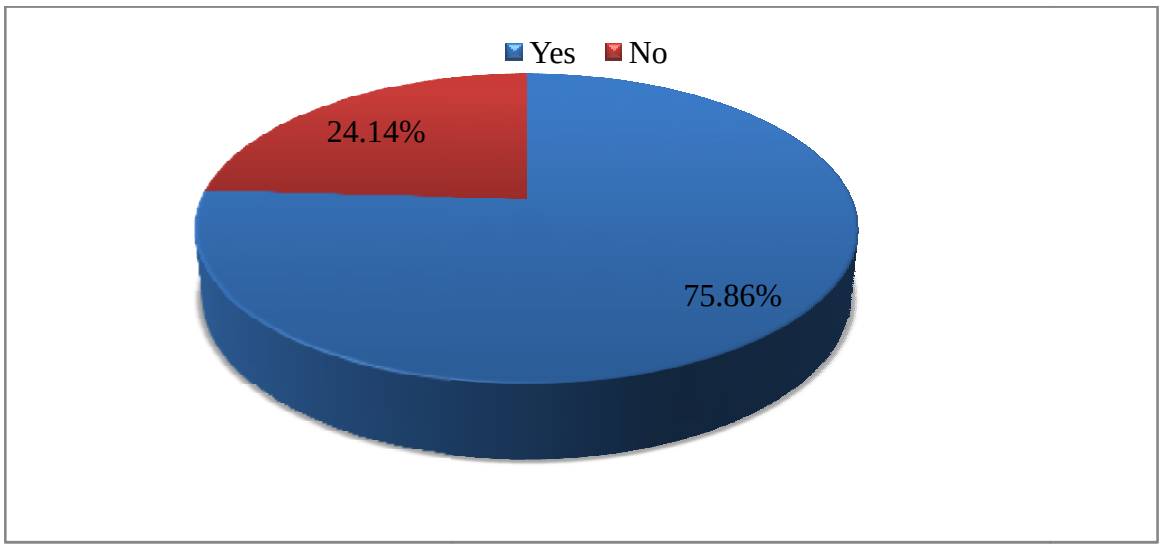
This table shows that the majority of students (47) compensate (81.03%) support the interaction with people from different backgrounds. Bu contrast, only seven (7) students with (12.06%) disagree this idea. These results confirm that the majority of students aware about intercultural communicative competence.

Item 20:

My acquirement of the English language allows me to negotiate more effectively my ideas in cases of disagreement

Opts	%	Freqs
Yes	**75.86**	**44**
No	**24.14%**	**14**

Table 24: Students' Perception of the Effectiveness of English Acquirement for Ideas Negotiation



Graph 24: PC of Students' Perception of the Effectiveness of English Acquirement for Ideas Negotiation.

The table (24) and graph (24) show that 44 students with (75.86%) said that their acquirement of the English language allows them to negotiate more effectively their ideas in cases of disagreement. However, only 14 students show that their competence are not sufficient to negotiate in any conversation. These results show that the majority of students have good competences to communicate with English language and negotiate in any cases.

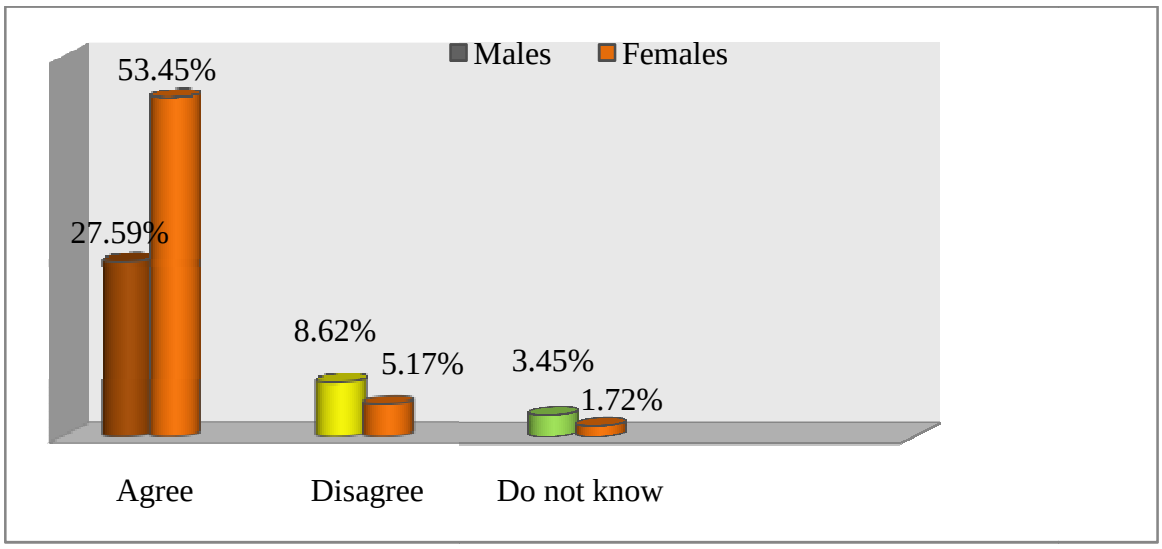
Part Four:

Item 21:

Teaching English as a foreign language requires the teaching of its culture

	%		Freqs	
Opts / G	M	F	M	F
Agree	**27.59**	**53.45**	**16**	**31**
Disagree	**8.62**	**5.17**	**5**	**3**
Do not know	**3.45**	**1.72**	**2**	**1**

Table 25: Students' Perception of the Correlation between Language and Culture Learning and IGF.



Graph 25: Hist of Students' Perception of the Correlation between Language and Culture Learning and IGF.

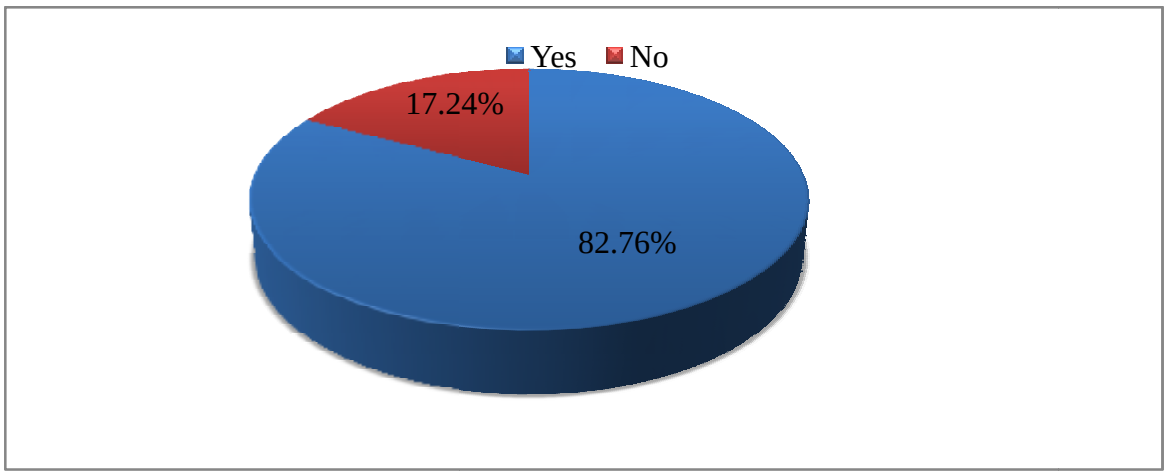
Herein we reach the part concerned with the intercultural communicative competence. Within these charts we demonstrate our respondents' perception of the existence of a relation between language learning and culture learning. The table depicts the effectiveness of the gender factor' role on EFL third year students' preconceived knowledge; as 31 girls out of 35 with 88.57% and 16 boys out of 23 with 69.57% have in effect replied with an agreement. On the contrary; only 3 females with 5.17% and 5 males with 8.62% disagreed; a so reasonable result indeed as girls already outnumber boys in our sample. Even though; the records were sufficiently unexpectable; since we did obtain the answers with "do not know": for females 1with 1.72% and males 2 with 3.45%; but despite their paucity; they could be joined to those of agreement due to the role of attitudes which immensely impacts learners' ways of viewing and perceiving their milieus, which may be linked to and might be proved thanks to the analysis of items (10 &11).

Item 22:

I think having the sufficient knowledge in both one's own culture and English speaking cultures plays an influential role in learning English

Opts	%	Freqs
Yes	**82.76**	**48**
No	**17.24**	**10**

Table 26: Students'' Perception of the Significance of Knowledge Sufficiency in Both the Home Culture and the Target One



Graph 26:PC of Students' Perception of the Significance of Knowledge Sufficiency in Both the Home Culture and the Target One.

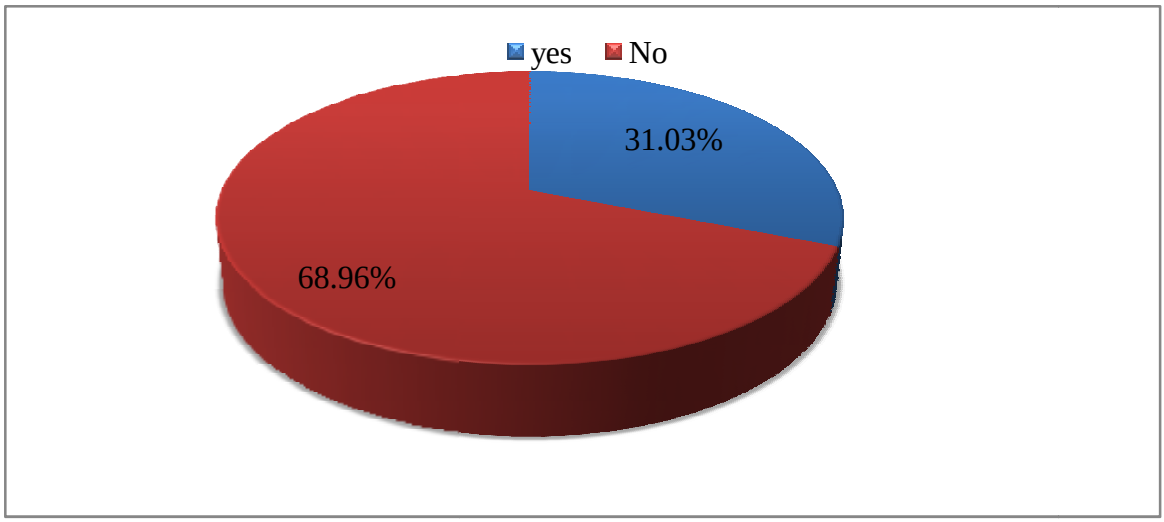
In this table the massive majority goes to the opinions accepting the influential role that the "sufficient knowledge in both one's own culture and English speaking cultures" exerts on the learning of English as a foreign language; since 48 with 82.76% of the participants have selected the 'yes' option; but just 10 out of the whole sample chose 'no'. Thus, the outputs from this question reflect the well-informedness and formedness of the students, they illustrate the evidence that third year EFL university scholars have been sensibilized about getting open to and gaining as much bigger bulk of information about the other as well as one's own culture as available; up-to-date, and as valid.

Q3:

Have you ever heard of the notion "Intercultural Communicative Competence"?

Opts	%	Freqs
Yes	**31.03**	**18**
No	**68.96**	**40**

Table 27: Students' Knowledge about the Intercultural Communicative Competence



Graph 27: PC of Students' Knowledge about the Intercultural Communicative Competence.

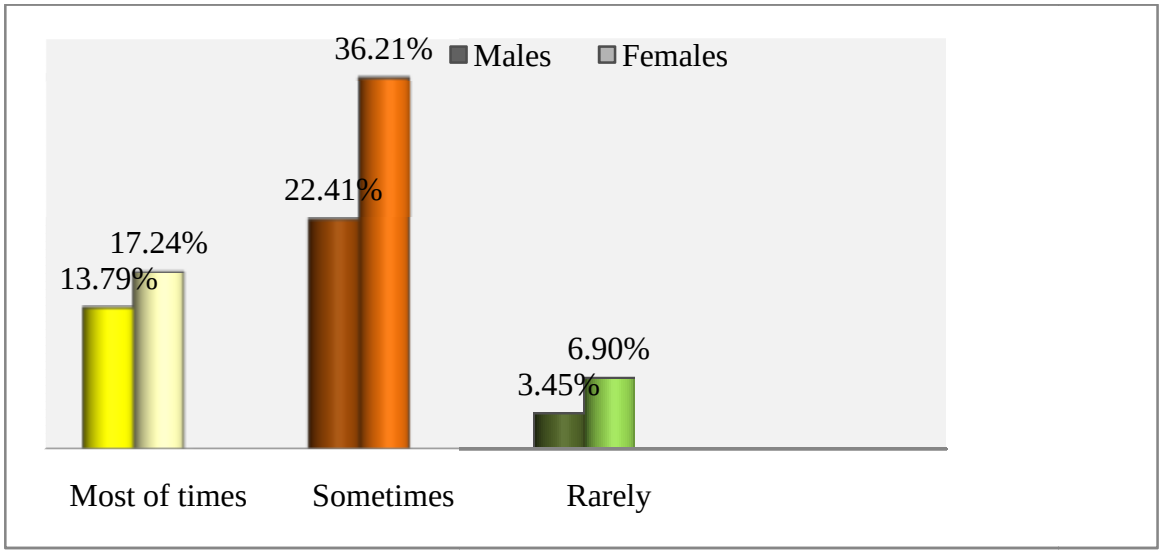
Possession of an acceptable quantum of knowledge about the intercultural foundations of languages is of a huge crucial paramount deal for learners to be competent communicators; however when we interrogated our sample we obtained only 18 with 31.03%. That is to say, less than a third whom noted that they do have some information about what the Intercultural Communicative Competence is, which means they represent a really small minority compared to those who selected the « no » choice whom were 40 with 68.96%. These results can be interpreted in an only fashion; both teachers and students have not indulged into language per se matters to tackle the intercultural dimension.

Item 23:

I tend to be cautious when dealing with people from different cultures than mine.

Opts \ G	%		Freqs	
	M	F	M	F
Most of times	**13.79**	**17.24**	**8**	**10**
Sometimes	**22.41**	**36.21**	**13**	**21**
Rarely	**3.45**	**6.9**	**2**	**4**

Table 28: Students' Attitudes of Positive Face Preservation, their Habits and IGF



Graph 28: Hist of Students' Attitudes of Positive Face Preservation and IGF.

To diagnose students' sense of cultural sensitivity, we have put forward an inquiry about their attitudes of positive face preservation; in addition we sought to detect the gender factor' function in shaping our respondents' habits, hence we got in this respective order:10 records for females with 17.24% and 8 for males with 13.79% who picked the "most of times" frequency; 21 girls with 36.21% and 13 boys with 22.41% opted for "sometimes" answer; last but not least 4 ladies with 6.9% and 2 gentlemen with 3.45% replied with "rarely". Therefore; we induce from these aftermaths that third year EFL female students at the university tend to be a bit more cautious than their male peers while transacting with people who manifest a culture that is distinct from theirs which might probably cause communication hindrances. Alternatively, we conclude that males are getting more direct and open to communication rather than the girls what

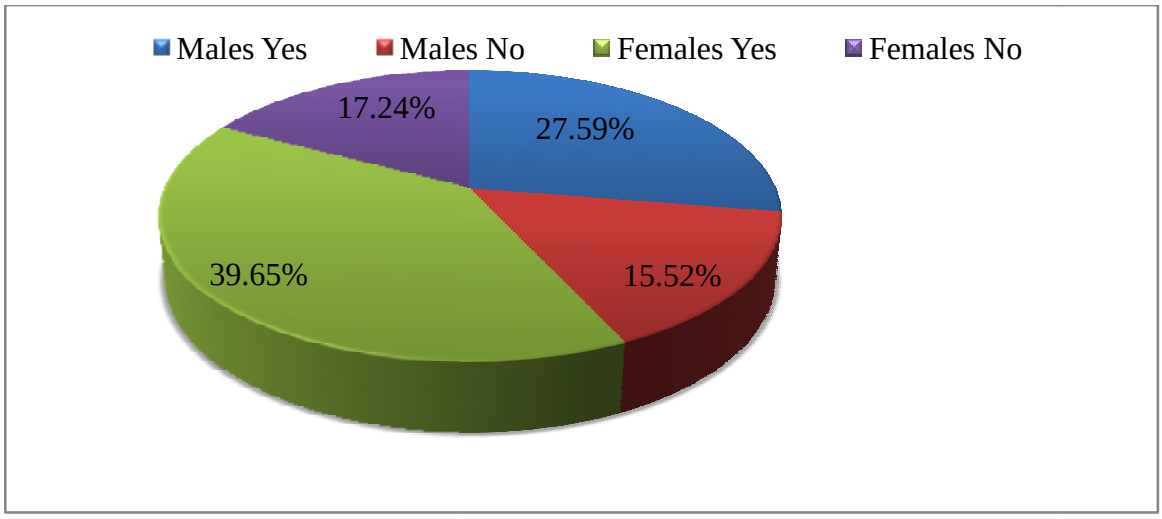
may signify a lack of sensitivity. Despite these two remarks the good omen here is that either genders' dominant choice fell on the "sometimes".

Item 24:

I reconsider my perspectives before forming (an) impression(s) in intercultural encounters

	%		Freqs	
Opts / G	M	F	M	F
Yes	**27.59**	**39.65**	**16**	**23**
No	**15.52**	**17.24**	**9**	**10**

Table 29: Student' Attitudes of Perspectives Reconsideration Before Impression Forming, their Habits and IGF.



Graph 29: PC of Students' Attitudes of Perspectives Reconsideration Before Impression Forming, their Habits and IGF.

Care for impression forming can reflect a high level of self-esteem which is compatible with self-confidence, as well as a susceptibility towards stereotypes and prejudices, two very prominent characteristics that embody an effective successful communication. That is why we tried through this item to investigate whether our sample do possess this prerequisite quality. Our inquiry resulted in 23 female scholars with 39.65% and 16 male respondents with 27.59% answering by "yes" all together with 67.59% elucidating a plurality of students who are aware of

the efficiency of owning such features to be interculturally competent communicators. Additionally they hold the criterion of questioning what is usually taken for granted as 'normal' according to one's previously acquired knowledge and experience. On the flip side we obtained 10 girls with 17.24% and 9 boys with 15.52% whom preferred "no" to express their attitudes; a considerable percentage that both learners and teachers are alleged to be alert of and work on its reduction. However; this inquiry was planned to be supported with arguments in either cases. Thus we obtained a subsidiary element.

Q4: why?

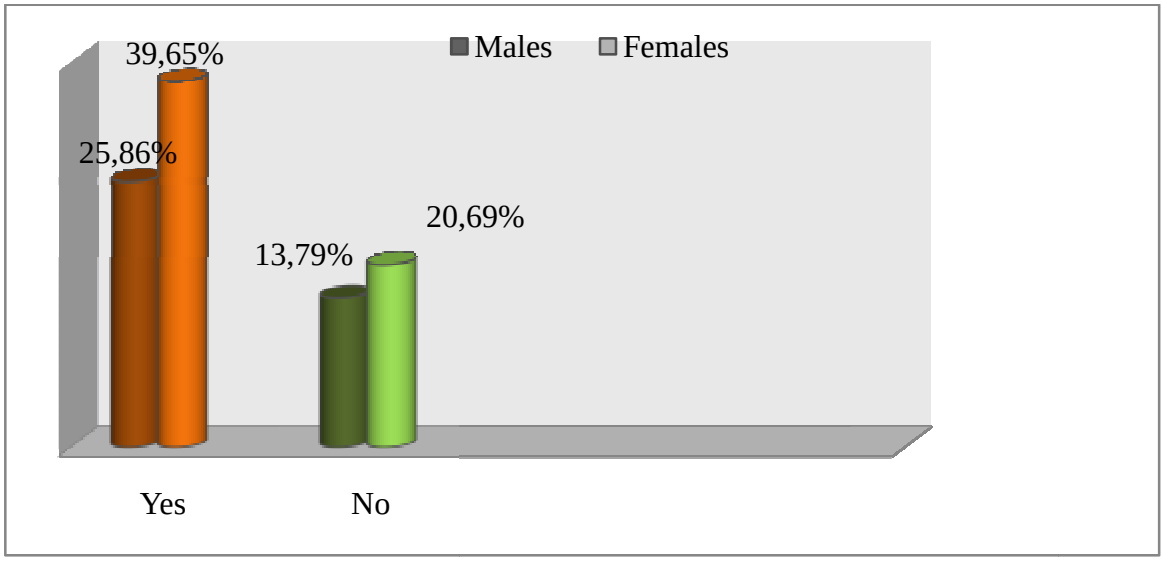
Among the learners whom attempted to justify their selections, there are a few (15 out of 58) who argued mentioning that: "*because of my fear in case of misunderstanding of my messages"* or "*I want to know more because language and culture are related*", others noted: "*may be my behaviour will be bad or disrespectful", "so that cultural shock won't happen*", "*because people from different cultures have different perspectives*", meanwhile fewer claimed "*they may take wrong impressions about me", "so I wouldn't be embarrassed, or give wrong impression", "because there is a lot of concepts that I have to make in mind", "some things aren't acceptable when you change cultures so we have to respect that and reconsider*". So we infer that just some of the learners are aware of: cultural difference, the interrelation of language and culture, culture shock; and that they do value their self-esteem (positive face preservation) and social status (as being a university student).

Item 25:

I seek for further details concerning culture difference while interacting with my counterparts

	%		Freqs	
Opts / G	M	F	M	F
Yes	**25.86**	**39.65**	**15**	**23**
No	**13.79**	**20.69**	**8**	**12**

Table 30: Students' Attitudes of Curiosity for Details Concerning Culture Difference and IGF.



Graph 30: Hist of Students' Attitudes of Curiosity for Details Concerning Culture Difference, and IGF.

An acceptable control of the sense of curiosity and willingness to learn from and about people who have different cultural orientations and perspectives from one's own, usually leads individuals to a better maintenance of their conversations and interactions. As it is one of the most necessary prerequisite features that EFL sophomores ought to acquire; we formed this question under the purpose of coming up with reliable results that would confirm or evenly deny our hypotheses. We achieved almost identical outputs (with only a slightly insignificant difference: one more additional female who agreed, hence one less male) as those in the former item. This gives us clue on the existence of the needed positive attitudes in our learners and; on the other hand; on the correspondence amongst students' attitudes, too. Nonetheless; we desired to get more convincing reasons from our respondents, subsequently we asked. .

Q5: why?

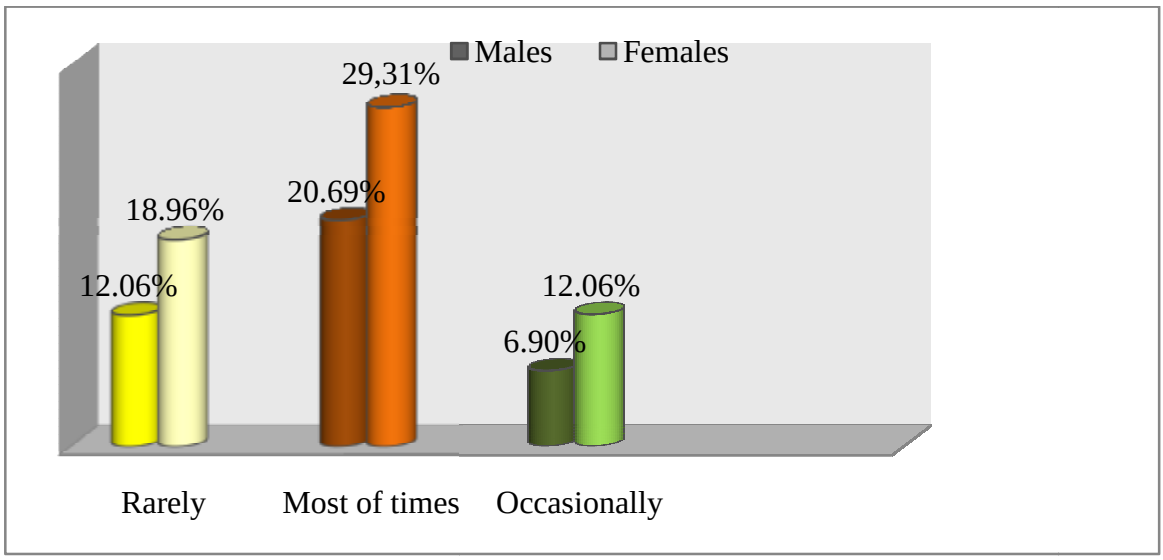
The replies were quite enough interesting, they included some repeated answers of enlargement of cultural body of knowledge besides betterment of language' mastery such: "*language mastery requires a high knowledge of culture*", "*the more details I can get the better my information are*", "*to practice my language and have more knowledge*", "*it's so good to pay attention for the details of other cultures in order to get knowledge*" and so on and so forth; furthermore they referred to an anthropological ideological aspect, for example one of them feigned:"*perhaps to know their mentalities, to be more careful about their culture and traditions*". Hence; we conclude that our learners are taking the righteous path towards the inclusive perception of cultural and intercultural angles of language.

Item 26:

I stick to my opinions and keep trying to convince my opponents

	%		Freqs	
Opts / G	M	F	M	F
Rarely	**12.06**	**18.96**	**7**	**11**
Most of times	**20.69**	**29.31**	**12**	**17**
Occasionally	**6.9**	**12.06**	**4**	**7**

Table 31: Students' Traits of Stubbornness and Reluctance, their Habits and IGF.



Graph 31: Hist of Students' Traits of Stubbornness and Reluctance, their Habits, and IGF.

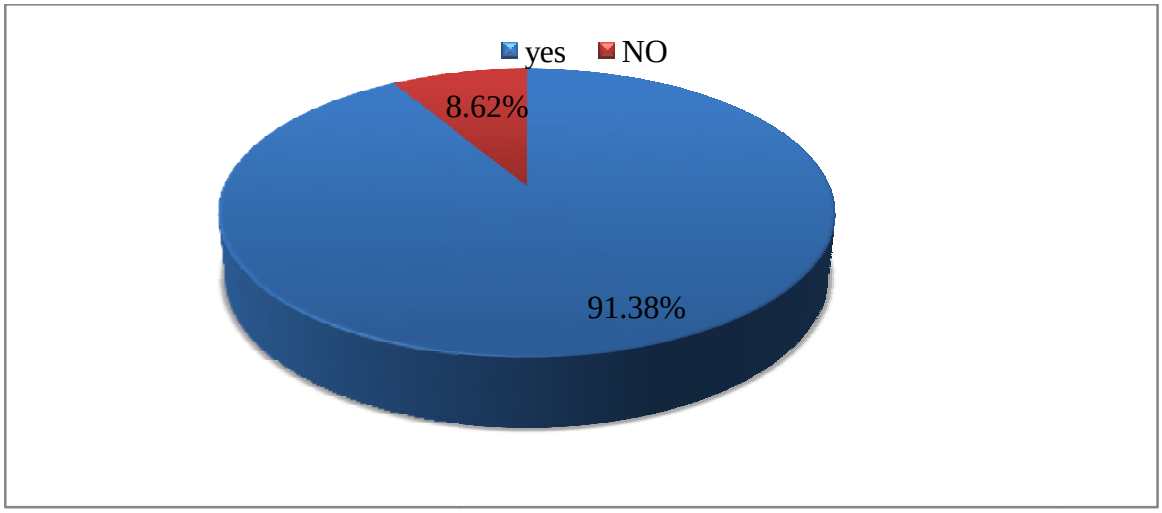
The above table and histogram report on the frequency of third year EFL students' at the university of BBA tendencies to be stubborn or reluctant. They reveal that exactly half of our sample (17+12 with 50%) are frequently opinionated and strong-willed to reach their desired targets from their transacts with rival counterparts. This on its turn -despite it probably hints to inflexibility- it at the mean time rouses our conscious to attend to their level of language mastery likewise the possession of good required personality traits for the determination of one's own culture. On the contrary; the second half of participants tipped to the "rarely" and "occasionally" options. In interpretative terms; although these aftermaths indicate the second half's flexibility; they spontaneously voice out a sharp lack in willingness to stand one's arguments linguistically. Put in another way; they most potentially elucidate a deficient use of language, besides a shortage of defence for their individualistic cultural stances towards the course of conversations. On top of that; this table not only comprises frequencies; but also denies any impact of the gender factor on learners' personalities. (17 out of 35 females with 48.57% in opposition with 12 out of 23 which is only a bit higher with 52.17%).

Item 27:

When I watch English movies, TV shows, Documentaries; they give me a lot of insights about the English culture

Opts	%	Freqs
Yes	**91.38**	**53**
No	**8.62**	**5**

Table 32: Students' Views about the Getting of Insights about the Culture from movies, TV shows, Documentaries



Graph 32: PC of Students' Views about the Getting of Insights about the Culture from movies, TV shows, Documentaries.

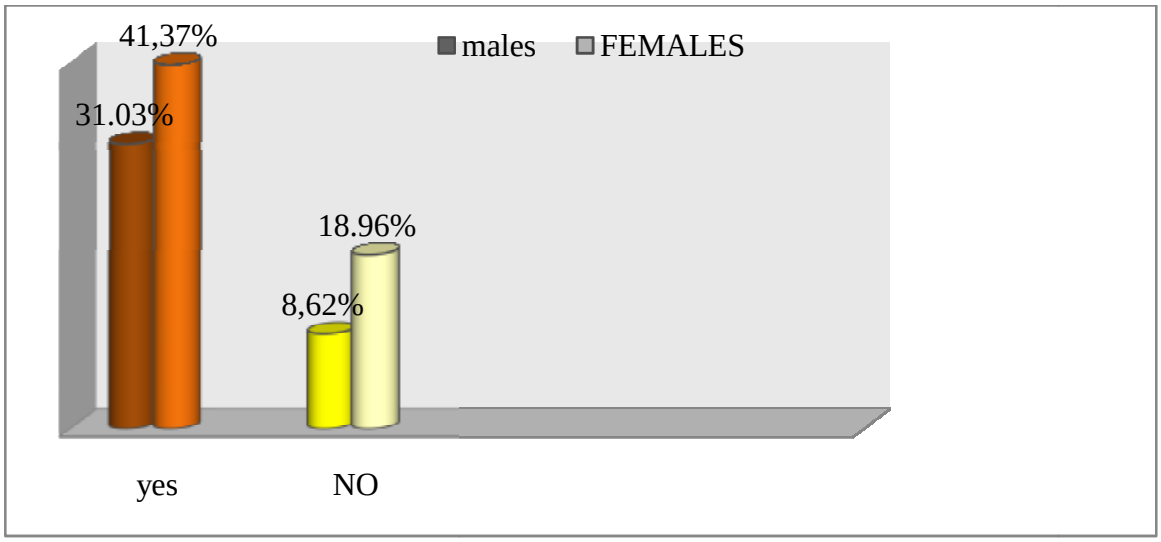
Cultural knowledge can be grasped from an insider source (here the educational process and scope), nevertheless it can also be acquired from an outsider one (in our current case, from TVs, documentaries, movies) evenly. Even so, there is a distinctively remarkable difference between the two; as the latter hires a much bigger deal of skills from the part of scholars. At this precise point; we are focusing notably on the outsider one. As a consequence; we recorded an outnumbering agreement (53 out of 58 with 91.38%) on the perception of those former mediums as being useful for insights' attainment. This same reconcile reflects students' self-dependence in what concerns the enhancement and improvement of their own cultural knowledge levels.

Item 28:

I enjoy receiving constructive criticisms on my culturally misunderstood behaviours

	%		Freqs	
Opts / G	M	F	M	F
Yes	**31.03**	**41.37**	**18**	**24**
No	**8.62**	**18.96**	**5**	**11**

Table 33: Students' Views about the Enjoyment of Constructive Criticism Receiving, and IGF.



Graph 33: Hist of Students' Views about the Enjoyment of Constructive Criticism Receiving habits and IGF.

As shown in table (33) and figure (33), third year EFL students' responses on question nine (09) in the forth section about the enjoyment of constructive criticism receiving are as follows: out of fifty eight (58) students, twenty four (24) female learners, with a considerable percentage of 41.37% and 18 males with the appreciated 31.03% percentage think consciously that an effective feedback on their misaccomplished cultural behaviours accompanied with an appropriate evaluation and suggestions for their amendment are so beneficial for them. Yet; unfortunately; the remaining answers (the 11 females with 18.96% and the 5 males with 8.62%) cannot be deemed as a sound tidings because when compared with the results of the first

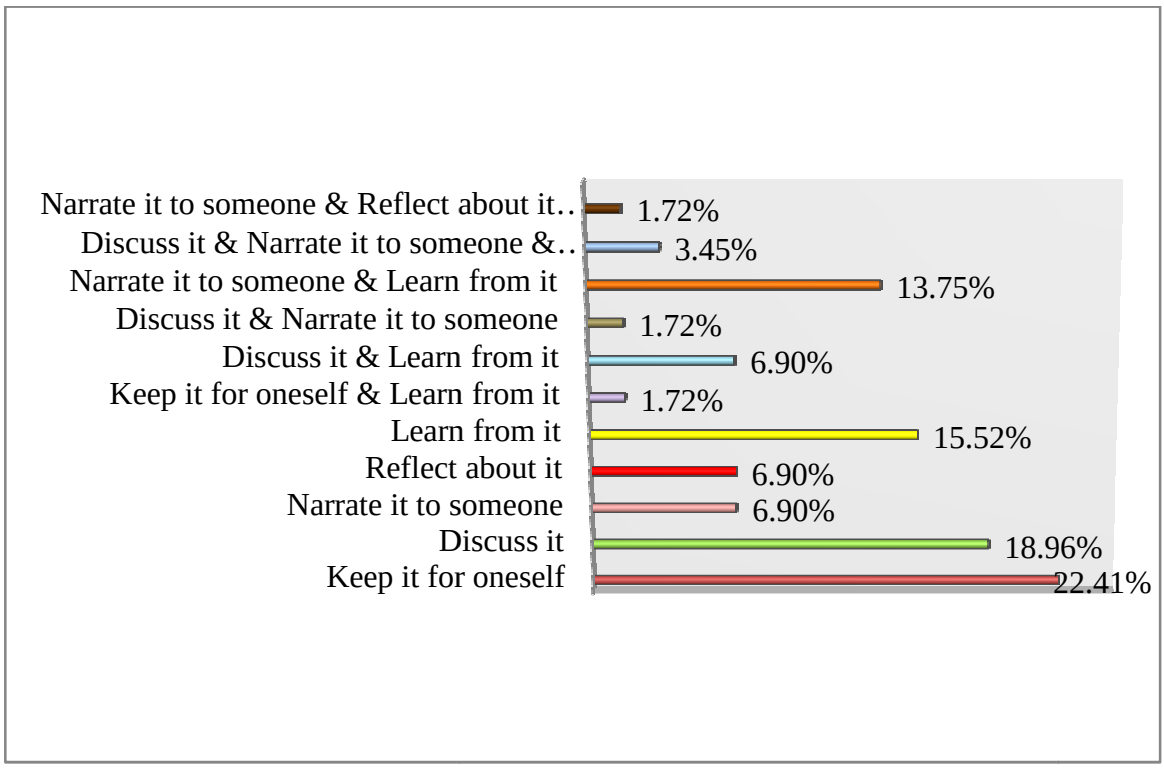
question in this part they represent a noticeable decrease in the number of females. Therefore, an incompatibility in their views (see analysis of items 20, 21and 23); in addition to a highly possible degree of hamper for communication.

Item 29:

You faced an unsuccessful intercultural experience. You would

Opts	%	Freqs
Keep it for oneself (1)	**22.41**	**13**
Discuss it (2)	**18.96**	**11**
Narrate it to someone (3)	**6.9**	**4**
Reflect about it (4)	**6.9**	**4**
Learn from it (5)	**15.52**	**9**
Keep it for oneself & Learn from it (1&5)	**1.72**	**1**
Discuss it & Learn from it (2&5)	**6.9**	**4**
Narrate it to someone &Discuss it (3&2)	**1.72**	**1**
Narrate it to someone & Learn from it (3&5)	**13.75**	**8**
Narrate it to someone &Discuss it & Learn from it(3+2+5)	**3.45**	**2**
Narrate it to someone & Reflect about it &Learn from it (3+4+5)	**1.72**	**1**

Table 34: Students' Reaction to Unsuccessful Intercultural Experiences



Graph 34: Hist of Students' Reaction to Unsuccessful Intercultural Experiences

We designed this item for the sake of figuring out students' reflections when they confront an unsuccessful intercultural experience. Learners were allowed to tick multiple choices at once, and this produced a scarcity in their replies. The outputs came out with some clearly discrepant monopolised as well as dichotomised or tripled combinations of options such as (3&2) or (3+2+5) with minute valuations of 1.72% and 3.45%, but also favoured and prioritised few others alike "keep it for oneself" with 13 ticks and 22.41% average or "discuss it" with 11 selects and 18.96% percentage. The other higher rates to follow go for the "Learn from it" option with 9 scholars (15.52%) besides "Narrate it to someone & Learn from it" with 8 ticks (13.75%)**.** Despite this scarcity; what can be inferred is that EFL learners at the University of BBA, in a way, respond to unsuccessful encounters with introversion as they have opined that **"keeping it for oneself"** would best reflect their primary immediate reactions. However; the exclusion of this single preference would generate a plurality of conveniently appropriate choices (41) with a substantial percentage of 70.69% that reverberates a very sound tentative from the part of the learners to make righteous quick decisions. What also falls chiefly under our basic concern is the

rate of the choices comprising **"learn from it"** (that already forms a total of 24 replies with 41.38%)**;** owing to the fact that it is linked to an open assertion of opinions -which is able to assess us to have a hint about our sample's perspectives- on which we are going to provide a thematic analysis, next.

Q6:

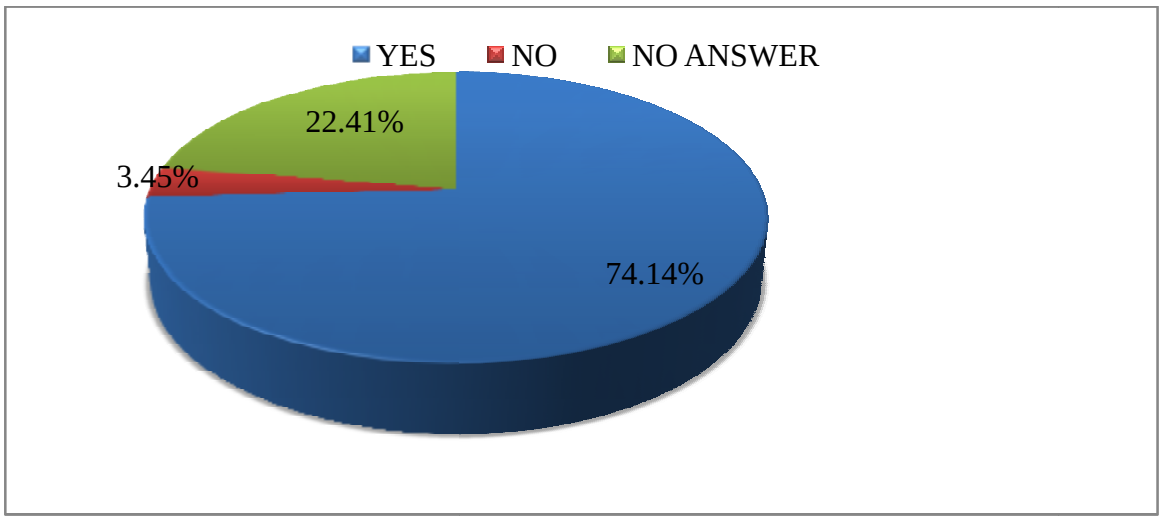
In case you choose the "learn from it" option please answer these questions. What did you learn?

Likewise we did with item 24(Q4), students were once again required to provide comments on what they get from unsuccessful intercultural experiences, mainly among the arguments we attained, these areas were tackled: "maturity", "avoidance of mistakes' redundancy", "enhancement of language learning', "acquirement of novel skills", "open-mindedness".....etc for instance they riposted with: "*because no one was born educated, we need to make mistakes to get more mature and learn from our mistakes", "how to avoid and overcome it in other times", "from our mistakes we learn new things", "I learned to be open-minded", "I learn how to face this problem and how to deal with it with pation", "to never repeat the same situation and try to do better in the next time", "learn from my mistakes to correct them in the future*" and two or three more similar ripostes. Therefore what can be induced; is that a fifth out of our participants eventually do their better to exploit the "unsuccessful intercultural experiences" to outweigh towards their own good.

Q7: Would you allow it to help u grow?

Opts	%	Freqs
Yes	**74.14**	**43**
No	**3.45**	**2**
No answer	**22.41**	**13**

Table 35: Students' Attitudes of Development and Improvement



Graph 35: PC of Students' Attitudes of Development and Improvement.

The data gathered and demonstrated in this illustration indicate a common consensus (43 students with 74.14%) on the benefits of intercultural experiences for EFL students' intellectual as well as intercultural growth, additionally; they resonate scholars' positive attitudes of development and improvement. More specifically; sophomores' answers on this item reflect an appreciation of knowledge and openness to novelty that the confronted new experiences bring with them. Yet having 13 ticks with the rate of 22.41% is a sharp allusion of serious ignorance and negligence of such an eminent part of language.

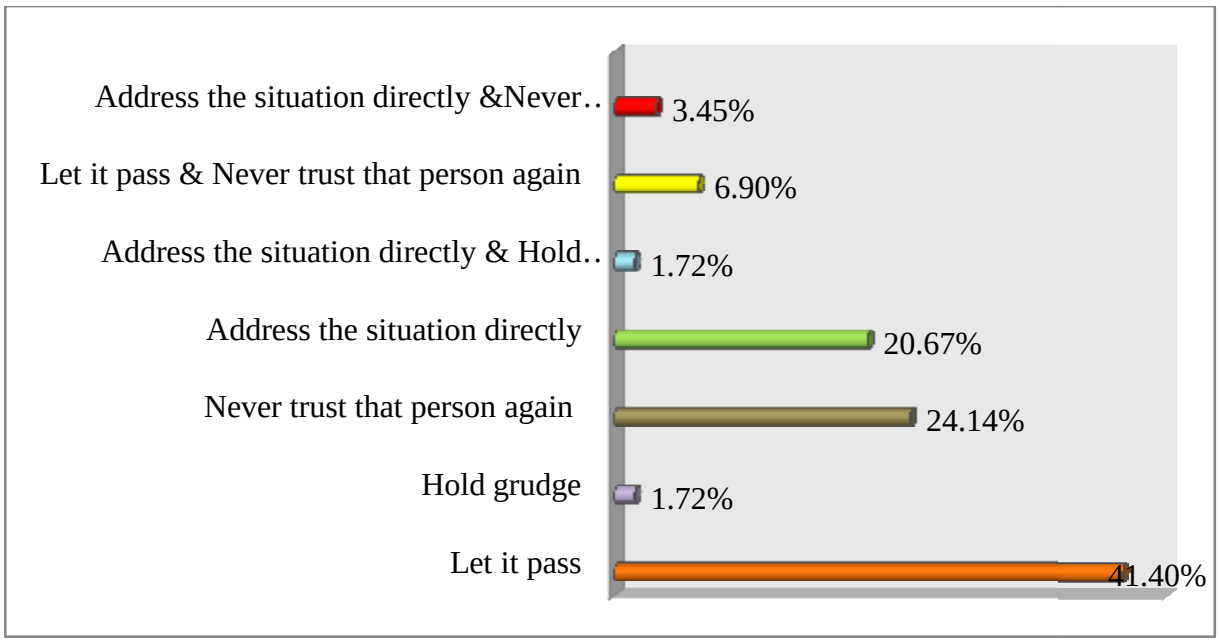
Item 30:

You and a classmate had a personal conversation. That person replied saying one thing, but then heard that (s) he said something quite different and mockery to the others. You would respond by

Opts	**%**	Freqs
Let it pass	**41.40**	**24**
Hold grudge	**1.72**	**1**
Never trust that person again	**24.14**	**14**
Address the situation directly	**20.67**	**12**
Address the situation directly & Hold grudge	**1.72**	**1**

Let it pass & Never trust that person again	**6.9**	**4**
Address the situation directly &Never trust that person again	**3.45**	**2**

Table 36: Students' Positive and Negative Prerequisite Qualities and Traits Compatible with Communication



Graph 36: Hist of Students' Positive and Negative Prerequisite Qualities and Traits Compatible with Communication.

Most of the responses (24 ticks with a 41.40% ratio**)** that these charts expose are linked to the "let it pass" option. With the accompaniment of a few ancillary numbers, these results illuminate our respondents' sense of tolerance and trait of "easygoing" which are of great significance for the insurance of smooth, agile fluent intercultural transacts. Nonetheless, they are followed by other 14 picks with 24.14% average of the "Never trust that person again" reply, as the second highly selected choice that sub serve a strong clutch by the learners to their personal territory; besides it marks a solid cling to a verily outstanding social precept – that is confidence. Be that as it may; the due values that the answer "address the situation directly" has procured (12 selects) with the respectable percentage of 20.67% are a good omen of the presence of the requisite qualities and crafts in our sample to slosh the challenges mandated by the arenas of intercultural encounters.

3.3.2. Analysis of Teachers' Interview

Initially we would like to grab the attention of our readers to a remark; for the sake of keeping this study of high confidentiality; we have dabbed the true names of the participating tutors alphabetical letters; wherein **A** stands for the teacher of both Written Expression and Didactics, **B** for Oral expression, **C** goes to the educator of Research Techniques, **D** represents the teacher of ESP, **E** for Seminar Literature, **F** connotes the tutor of Psychology, and last but not least **G** acts on the behalf of the teacher of French.

Q1: How beneficial is the communicative language teaching approach (CLTA) to 3rd year EFL students?

All of the seven interviewed tutors agreed on the concept that this approach mostly values and emphasizes communication as an answer to this inquiry, but

Teacher A: claimed it focuses more on interaction, students' participation in each single phase of the lesson, and the motivational dimension, and furthermore argued "it usually develops or at least fosters students' critical thinking". Additionally, she robustly rejected and refused the idea of lecturing and having passive learners. She moped: "although there wouldn't be really much interaction or communication in writing courses; but writing is also meant for communication". "I believe interaction and communication are really of Paramount importance for students to develop their language skills in general", she stressed. Yet, when asked for extra specification she replied "it goes for oral expression classes, for topics about culture, topics about teaching and learning and it goes also for pronunciation".

Teacher B: stated she does not have a clear idea about its principles. Further moped she might be "putting it in practice unconsciously". She warranted "am not into didactics a lot".

Teacher C: "The proponents of this approach wanna students to acquire the language and use it in daily life and outside the classroom", was her initial response. "Language in this approach is a

means for communication and an end at the same time", she added. She revealed next "I think the main end is to help our learners to be autonomous". "Here learners are no more passive receivers of information". "We want to involve our learners in the learning process, want them to know the roles, share the responsibilities; we want them to communicate freely". "When we say communication it is about fluency and accuracy, the mastering of the four skills".

Teacher D: assumed "I think it encourages the students to communicate rather than just learning inside the classrooms, so it should take an outside classroom perspective". "It make the students be more exposed to real language; I mean language in its native context". Later on avowed "I have never read about it!".

Teacher E: "the aim of this approach is to develop fluency rather than accuracy".

Teacher G: "first of all, we start by a small definition. The communicative approach is a strategy that accentualizes communication. Especially, oral or written. But it starts with oral; because the mastery or acquirement of language or communication starts by the oral mode". "that's why we at the university encourage students to ameliorate their level of oral mastery".
Q2: How could it be best implemented?

Eventually, five out of seven educators have expressed a considerable willingness to get knowledge about this approach; as we have noticed that it already enjoyed a large quantum of interest by didactics tutors.

Teacher A: exclaimed**"** I've been using the communicative approach in every aspect or every subject matter I am teaching". She justified "I try to integrate skills so I don't teach writing 100% as writing like silently, I would integrate it with reading". "There wouldn't be the same amount of interaction like in an oral expression class", she added. Nonetheless, when asked about whether she would opt for the CLTA in her syllabus, she emphasized she would consider it not in terms of the topics she teaches; but in terms of the methodology of teaching.

Teacher B: "would go more for the Competency Based Approach, I know more about it", she blurted out. Then confirmed "I have first to be informed, I see if there are not other approaches which would be more effective".

Teacher C: "yeah! Quite sure! I am doing it teaching the three different levels", was her immediate reaction. "I think it's in the practice when students are gonna apply the principles of the CLTA somehow". After a while she commented "I don't think it works with all modules". "I opted for this method just to make them work little, and means being active", was her sharpest answer.

Teacher D: "in fact I opt for it just for teaching oral expression".

Teacher E: "it fits my module but not to a great extent". She moped "I'm not going to deal with developing their communicative skills because it's not oral. My module is literary texts".

Teacher F: "speaking frankly I know the principles. But when you want to do it in practice, it's a bit difficult. Difficult because even they are third year students they have a sort of shortness in the baggage of language. When you want to apply this, you are going to face some obstacles with your students. So you are going to use another approach. You are going to choose the most efficient one. The most easiest one that can bring you result at the end. When you think you are going to teach something you; they say we know it already but they don't know how to say it. They don't know how to explain themselves". Averring she asserted "I will opt it but in one condition; that my students are prepared for".

Teacher G: "me; myself; with my students it's applicable. Specifically, with some modules. But we are obliged to go through written, through exercises, to pass via TDs ...etc. so it is not present in all the activities at the university".

Q3: What type of activities do you practice with your students?

Teacher A: Elaborated saying "from time to time we have different classroom activities where

students work in pairs or in groups. Communication involves projects -for example. So there's a lot of task based learning and project-based learning, so these are meant to be for communication purposes". Exemplifying she said "we bring for example brief conversations or maybe expose them directly to native speakers".

Teacher B: asserted "I teach them some proverbs, idiomatic expressions, and explain the story behind this very expression".

Teacher C: "I prefer to give students works. I give them topics and it's their job to prepare or make research about these topics and present them".

Teacher D: "I prepare mainly a communicative syllabus in which student should ask, should answer, should participate, should speak as much as he can". She added "at the same time always make videos for them inside the laboratory or inside the classroom just to make them hear or listen to the real communications between native speakers of the language".

Teacher E: "my aim is to give them as much information as I can concerning literary texts and the characteristics of each period and make them analyze the text". She further insisted "they make presentations but I don't focus on oral language a lot". Arguing she asserted "because you can find someone who is fluent, but concerning knowledge he is not that competent . we are dealing with literary texts. They need to analyze it very well and to understand the message behind each work". Later accentualized her admission stating "I appreciate the competence of presenting and being fluence; but I'm not going to adopt this approach".

Teacher F: "for me, communication, we are generally dealing with videos. She exemplified "Sometimes it's a story, sometimes it's a movie; but it's something cultural. I told them sometimes to compare between what are they seeing there and what is happening here, so they are going to discuss".

Q4: In your opinion what is the relationship between the CLTA and the Intercultural Communicative Competence (ICC)?

Teacher A: explained clearly: "we're teaching a foreign language which means we do not teach language per se only. We do not only teach the language system we also teach language through culture, so if there is an absence of culture; it's like we're to teach the language in isolation. Which is not meant to be for a foreign language in a communicative language teaching". "When there is communication of course you got to put that communication in a context; the context is culture", she further clarified. She also saliently notified "we really have to bring that world into the classroom where language is to be practiced or must have practice in its natural environment". To back-up her argument she illustrated "there must be exposure to native speakers for example or to native speech".

Teacher B: "intercultural relations can't but affect the communicative competencies". She professed "they are actually sides of the same coin; language and culture cannot get separated".

Teacher C: "they do have yeah! There's the kind of influence of their accents on their language". Moreover, she confirmed her rejection of any potential interference of the HC in the TL.

Teacher D: "for sure there is! Because communication means something cultural. When you communicate for sure you are going to touch cultural aspects", she ensured. Further elucidated "So culture and communication; both approaches; seem to have the same background or the same principles which they start from; I think". "And I guess that the ICC is derived from this approach. It seems to be more modern", she summed.

Teacher E: "we cannot detach culture from anything. Culture is related to everything, culture is related to speaking, to phonology, to everything! ". When interrogated whether teachers should focus more on culture she protested "yes! When we teach a language, we cannot teach it separately. We have to deal with culture; in the process of teaching a language we give them

culture. We don't even mention it; but it's implied". She illustrated "for example when we teach them a story we don't say this is culture; but they grasp it unconsciously without discovering that they did".

Teacher F: "to teach culture you need to have more information about what is happening around you". She added "students must know the other side of culture, the culture of each other".

Teacher G: "to have the intercultural competence means to possess the capacity of speaking two or more languages within them master two or three cultures with". "so speaking or acquiring a language is acquiring a culture with it".

Q5: From your point of view, are 3rd year EFL students here at the University of BBA aware of the CLTA, its principles and its relation to ICC?

Teacher A: "Actually in my TEFL course I'm already teaching about this. So I believe at this time of the year -at the end- they already have acquired -I would say- a considerable amount of information about the communicative approach", was her answer. She commentated "We are employing it". Informing us, she insisted "they are more aware about it as part of the teaching which is a methodology itself, as part of the TEFL syllabus". Here we asked for a percentage, she apologized and contended her ignorance.

Teacher B: postulated their knowledge about it, since they have been taught a module called "An Initiation to Didactics", then assured they did and affirmed her lack of knowledge about the extent; as well. "As a teacher specialized in translation mainly; I try to raise their awareness of this (how important the culture is)", she averred.

Teacher C: "for the relation no! Not all third year students are highly aware. We do have just some members who are really interested, they are those motivated learners. Those students who selected English because they know what were the goals from the very beginning; they are working". Restrictively, she provided the percentage of 20 to 25%.

Teacher D: "the students are not aware from the academic and linguistic point of view; but they are aware because they use extra tools or extra supports to learn English. Most of them can speak dialects, varieties of the English language rather than the English language we teach inside the classroom". She argued "because they follow lot of films and songs, chat in the internet, etc". But when we required a percentage; she recanted her earlier opinion saying "believe me! May be not most in fact! May be 10 to 20 %".

Teacher E: "no! Students are not interested. May be in case culture is taught as a module; I think; but if it's not as a module students are not going to ask about culture". We demanded additional details posing the question "should teachers raise students' awareness? ". The teacher replied "honestly speaking I think that, teaching culture; it has no benefits; because culture you learn it through dealing with texts. You don't have to put it as a module it will have no sense".

Teacher F: "best students; those who can get good marks. But it's not a criteria!". "Sometimes we have weak students, they are more knowledgeable. And we have best students who are getting marks just because they are learning by heart". She emphasized "that's why we don't say best; we say some. Some have the curiosity to know some not".

Teacher G: "yes! Yes! I am always talking with my students. My case study yes! They are conscious and they apply the communicative approach. Who have this alternative passage between the two cultures; Algerian and French. Thus interculturalism is strongly present.

Q6: What sort of attitudes do 3rd year students display towards both CLTA and ICC?

Teacher A: "attitude is something related to the students himself or herself. So I'm not sure to what extent this attitude could be positive. But when it comes to behaviours in the classroom; I would say it is a bit of average, in the sense that some students are very communicative naturally. Because they are motivated to talk may be motivated to participate and motivated as students because they want to achieve better. They already have that intrinsic motivation which

means they already have positive attitudes and they showed through behaviour". "When I say attitude it's something like a thought. It is free probably predisposition whether it is negative or positive I cannot really assess that but there are many students who could not have any attitude. They wouldn't really have a positive attitude towards participation", she noted. Within our conversation the tutor kept repeating "behaviour" several times, perhaps mainly due to her conviction that behaviour is the feasible reflection of attitude.

Teacher C: "just a small percentage, they show high or positive attitudes towards CLT. For the ICC I don't see, I have not noticed".

Teacher D: "in fact I'm not aware too much about the principles of both. I'm just talking about communication as a concept in general. Their attitudes towards communication is very positive". "They like such tasks and exercises which contain such kind of communication, oral communication, written communication". "They don't like those lectures, when the teacher's talking, giving them new terms, new academic things".

Teacher F: affirmed "yeah it is positive, I get many feedback that shows it is positive".

Teacher G: "here I tell you the truth! It's up to the teacher to encourage the students to pass through this approach, to make the relation between the communicative and intercultural approaches. Whether in the class of language or that of acquirement".

Q7: Do you think 3rd year students are equipped with effective skills and they possess the sufficient prerequisite qualities which may allow them be interculturally competent communicators?

Teacher A: "I cannot admit or really assess the extent to which they have this Intercultural competence", she first coined. "It is not easy to assess to what extent they are competent, it has really to be assessed through tests or through activities", later confirmed. Retrievably, she asserted "they do communicate; they would always display some kind of competence in terms of

speaking skills. Probably they master the topic not to a large extent but generally speaking you could find some students who are able to express themselves. But when it comes to Intercultural competence it has really to be related to that English culture as we are talking about".

Teacher B:"not all of them, a few of them have, others I don't think so", she replied with uncertainty. Moreover, she presupposed "there is a great chance that they may fail". In this regard, she blamed teachers' incapability of interacting with each student due to the over crowdedness. She provided an extra elaboration "it depends where the students come from as well! , it impacts a lot!".

Teacher C: "not really! For each group we have just a minority who are interested in studying, who are highly motivated. Who are really equipped with the necessary skills to develop, only the excellent ones".

Teacher D: "no! In fact they are not equipped with effective skills, because we as teachers are not providing them with the skills which they should follow, in order to have such qualities". Supplying a reason; she complained "because there's a great lack of materials". "I confess, we are just trying to catch-up with the main points they should cover during the year".

Teacher E: "yes I think why not?!!". The educator highlighted "Yes they have qualities because they are students of English. They learn language for three or four years. They can communicate; they can grasp the cultural aspects of any language".

Teacher F: "according to my students they're short of language, they're short of vocabulary, they don't have the "how to express themselves". Sometimes they find it difficult to express ideas". "So they need reading. Much of reading; not just history books; they need to know the other".

Teacher G: "yes! They all have!. Well I see that everything is present. They have to just make more exercises, get more habitual to communicate in French; that is to say outside the classroom

Not only limit uniquely themselves in class. Which means with their friends, through the social media. Especially, nowadays with technology. Therefore having the attitudes is getting accustomed to speak this language outside the frame; for me!".

3.3.3. Analysis of Classroom Observation

N.B: we have herein changed the order of the letters assigned to the educator because of number' reduction; thus instead **A** stands for the teacher of Seminar Civilization, **B** for Oral expression, **C** goes to the educator of both Written Expression and Didactics, **D** represents the teacher of Research Techniques and last but not least **E** for Seminar Literature.

During our classroom observation we have noticed that teachers A, B, C (only when teaching Written Expression) (the ones who really have direct influence and in-touch to our investigation), plus D (who makes personal efforts in spite of the theoretical nature of her module) follow an interactional procedure while delivering their lessons. They were engaging, open to converse with their learners at any time, and considerate welcoming comments. As a result we are going to provide a broad explanation of our observations.

All of teachers A & B's sessions have been marked "very well accomplished' for most of the indicators included within the zones: course structure, methods, student-teacher interaction, and finally presentation. Mainly we have pointed several times to "*Synthesized covered course objectives*", "*Anticipated students for the following class*", "*the selection of appropriate props*", "*Interacted with the assigned activities positively*", "*Asked for clarification curiously yet with respect*", "*Accepted teacher's judgement on their performance warmheartedly*", "*Exposed students to thought provoking questions to assess their awareness*", "*Abundantly allocated time for each single structure , aim or objective*", "*Concord of the delivered knowledge to learners' age , educational level, socio-cultural background*", these are just examples.

Whereas the sessions of the rest of teachers were witnessed to be average and merely "acceptable" for the majority of the detectors such as "*Prepared a multi stages plan built on*

each other logically", or "*Used everyday-life relevant materials*", "*Exerted non-lecture learning activities*" or "*Supplied students with assistance while they demonstrated a language strategy's deficient use*", neither "*Coincidence of variation with coherence in terms of input and working modes*". Predominantly; this is due to that they deliver their lessons in the traditional fashion namely "lecturing", wherein the educational atmosphere is greatly characterized with passiveness and mono polarized source of information and discussion being the lecturer/

Nonetheless; alas! The observers have also marked all what is expected to be at the core concerns of this study as "not observed" and were totally absent into teachers C, D, and E's courses, besides being nothing more than "acceptable" in A's and B's. For instance and solely to elicit a sample; the indications "*Estimated learners basic needs to be met*", or "*Collaborated in the raise of fruitful discussions with co colleagues*" , nor "*Explained directly T.C related concepts*", "*Rigorously demarcated the limits between N.T.C and T.C*", "*Tackled T.C per se issues*".

3.4. Discussion of Research Findings

A lot of fruitful outcomes could be approached thanks to our detailed analyses of all three statistical instruments at once. Just to mention some of them: from third year EFL LMD learners' questionnaire it has become salient that our sample unbosom a good omen; that is they hold a great intrinsic motivation to learn and major in EFL. This latter is backed up by their rightest selection of Baccalaureate stream (Letters & Foreign Languages), on top of that they perceive language studying in general valuable in high studies.

Nonetheless; our sophomores' massive support for and exaggeration in their perception of grammar importance may suggest a lack of consciousness; this could be proved and boosted by their interests which are based on the production of correct language structures. Their replies perhaps even reflect that they are being unconsciously bound to or otherwise subservient to MT

that is elicited from their vantage for translation activities (check Graph (9), p. 79). Or; alternatively; an inability or hindrance to communicate appropriately (see item 11 p. 84).

Despite that they hold in high regard, appreciate and consider significant the engagement in real life like situations and the social emersion; which would be attributed to their favour and predilection of chatting with native speakers as the best strategy to learn EFL.

In contrast with students' responses; but through their views; we came to find that their teachers unfurl a coordination between focus on the communicative activities and language mechanics. This latter -being fostered and enhanced by student's exhibition of an attitude of disproportion towards appropriateness and correctness- might probably hint to a privileged language mastery. That in its turn may be moulded under the impact of a false misconception of fluency' sense.

In addition to their average recognition of their own knowledge about the CLTA, there is a clear sharp confusion amongst learners' views about the role of grammar within the principles of the CLTA –since they assigned approximately proportionate esteem and worth to all three options (see T16 p.89). Most importantly; sophomores themselves confessed that they have been prompted by their teachers to communicate. Therefore; students' habits of participation in debates needs to be strengthened and emphasized to reach the "often" frequency.

From another positive side; our participants showed a preference to the "pair wor k" activities on account of the two other types; they do bid respect towards the socio-cultural precepts of others. Furthermore; they believe they capture a considerable level of language command. They ennoble the acquirement of English to negotiate their ideas even efficiently; also. On top of all this; this sample of learners recognizes the infusion of language with culture and they display a convenient quality of skills allowing them to grasp cultural information from outer derivations. .

The respondents fancy a sound conception of the necessity for bidirectional cultural knowledge (either in one's own and counterpart's). Yet; students' factual knowledge about ICC is far from adequate; their senses of cultural sensitivity and curiosity are fairly enough. Additionally; their trait of reluctance is relatively excessive; treating unsuccessful intercultural encounters with preservation for oneself is futile for everybody.

Meanwhile the gained results from the classroom observation also denote that the educators hardly ever dealt with the intercultural matters of language. They do depict passable efforts by them to make the integration of the CLTA come true –albeit implicitly-. Unlike respondents' replies to the mostly applied type of activities; our notes from the punctual supervision, we realize, indicate a serious shortness of variety in tasks. Nevertheless the aftermaths of our analyses were able to greatly reflect the agreeability of our research' format of conduction with its formerly held resembling works.

3.5. Conclusion

What we were purely able to reveal from this investigation and its findings; is that; initially; our first hypothesis has been confirmed in regard of students' questionnaire outcomes. Thus the prior research question could be answered in this way: the examined sample of EFL LMD third year students do eventually lack the comprehensive understanding of ICC's connection to CLTA and only a minority are versed about the nature of ICC.

The second assumption- regrettably- could also be agreed on principally thanks to teachers' interviews' results. In other words; the second research inquiry is being replied on like: despite they bid openness to communicate; indeed third year sophomores display little positive attitudes and demonstrate sparse habits and tendencies towards the learning and acquisition of the ICC.

However, for the third research question two angles were supposed to be rebuttable. First we reckoned the implicit use of the CLTA from the part of teachers, and it was contended in their rejoinders. Secondly; we formed a null hypothesis and attempted to refute it. That is being said; the obtained results prove students' carriage of some ICC ingredients.

Finally; for the last postulation; the one concerned with gender factor's impact, we came to find out that it was not much significant for learners' sense of curiosity, personality traits (chiefly stubbornness and reluctance), the image others would form about them ("impression) and their views about the importance of "engagement in real life like situations". But it is a bit higher with females over that of males if we talk about "tolerance for trials", the perception of connectedness of language to culture, and positive face preservation.

On the flip side, contrary to ladies; gentlemen displayed a relatively greater discrimination when it comes to: their views on the magnitude of social emersion, exhibition of respect towards others different social values, and last but not least manifestation of enjoyment and appreciation of constructive analysis.

Pedagogical Implications

Various and numerous profits could be snatched from the sound outputs of the current research. Owing to its inclusive literature review, comprehensive survey, and in-depth analyses, the audience of this piece of work are further knowledgeable and notified about the essential concerns of the ICC. What is more; an objective contemplative thoughtful embodiment of its fulfilments –mainly falling under the umbrella of the highlighted connection of communication to culture in intercultural encounters, in addition to the pinpointed educational rationale and conceptual framework of ICC- that embodiment is of great pedagogical practicality for the breeding of extensively conscious versed competent communicator scholars as well as tutors evenly.

Recommendations and Suggestions for Further Research

The Recommendations

The researchers strongly believe that the earlier mentioned impediments may be outdone if only:

The educational stuff, system and every vive party of the teaching process put under realistic use the following logically sequenced proposals: starting by adoption of the widely prompted implementation of the "Ethnography Based Culture Integrated Approach to Teaching English" proposed by Athamna El Khiar (2008) or similarly plan workshops (as indicted and prescribed by the European Centre for Modern Languages, 2007) to integrate the ICC in the foreign language classrooms. Secondly, work on "Mediated Self-Reflection" advanced by Khaled El Zimami (2016) to develop it in the learners, then apply "Digital Video Conferences" (check Mizab & Bahloul, 2018) to evaluate their skills and achievements; and finally as a terminal stage escort the "Framework of Reference" as outlined by the ECML too; to assess their deficiencies.

The Suggestions

As a matter of fact, the drawbacks of any research have usually been perceived to lay the ground and pave the way for better other works; that is why:

* A future potential more profound longitudinal experimental (in terms of methodology) research conducted with larger samples of students from varied universities and institutions distributed wisely all over Algeria; in case it could be realized; in this exact way under this specific condition; would largely accurately achieve precision and propagation.

* Secondly; the impact of the gender factor has not been dealt with appropriately in the at hand study, so it is massively counselled to approach it farther with the rightest statistical tools along

with other possible extraneous variables like age, motivation, or instructional instruments (replicating the advocate study of Guven, 2015).

* Since all of culture, communication and international settings are multifarious concepts concerned with the ICC; a co operational team work among multiple national investigators ambitiously and certainly forecasted to come-up with relevant findings to cope with the present consistently developing world.

* Still the treated subject matter could be diagnosed from diverse ancillary outlooks; to tackle a set of relatively distant yet reasonably cognate subjects. In a way of illustration body language; semiology of signs, icons, logos...; cultural imperialism; influence of personality...., and so on and so forth.

* To sum up; despite that this exploratory study has been shown to be self-contained and satisfactory for its aims; in order for it to endorse extra vast ranges of fields it should alternatively forward an inventive strategy or even deal with the behavioural aspect of attitudes; so that it would be point-blank significantly probable to be much more appreciated.

General Conclusion

General conclusion

Intercultural Communicative Competence refers to the ability to understand cultures, and use this understanding to communicate with people from other cultures successfully. However, due to the fact that the necessity of integrating the use of ICC in an English course syllabus was already proved in the broader ample of international contexts; through the literature review; to participate in facilitating communication with others, the present study had focused more deeply on exploring students' perceptions and attitudes towards language learning and ICC within the Algerian context. To achieve this, the work comprised three main chapters.

The first chapter provided a theoretical background hand in hand with knowledge about CLTA We tried also to define CLTA as well as we tried to show its principles, its goals, teacher's and learner's roles under the CLTA, and also we tried to demonstrate communicative competence (Grammatical Competence, Sociolinguistic Competence, Strategic Competence, and Discourse competence).

In the second chapter, an attempt to put forward a plain definition of the ICC appealing for the widest potential population of students' needs has been drawn; altogether with a historical background of culture teaching; one of the commonest models for its components; as we have spotted the light on ICC's significance and magnitude both for present-day communication and the educational arena.

We completed our study by the third chapter which is the practical one. Within it we tried to gain data by employing a stratified questionnaire for students and a semi- structured interview for teachers in the Department of English at the University of B.B.A. The results of this study have shown that the ICC is very prosperous, and that its prime prerequisites are inherent in a minor number out of the third year EFL students' sample which we interrogated, albeit their awareness about it is persistently sparse. That is why; teachers are compelled to

further integrate the ICC in the EFL course syllabus to enable extra students to communicate with others and engage in real life situations in a more effective manner.

At long last, seeing that this title summarizes the whole work; we would favour highlighting the shortness of both teachers and learners of a comprehensible apprehension of the ICC' nature; besides their demonstration of a scarce recognition of its significance. After all being said; the outcomes of the field of study could be said to truly affirm and contend the value of this research.

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Appendices

Appendix 01: Students' Questionnaire
Appendix 02: Teachers' Interview
Appendix 03: Classroom’ Observation

Appendix 01
Student Questionnaire

Thank you very much for taking the time to answer the following questions. This questionnaire intends to explore your attitudes and perceptions towards language learning in general and the intercultural communicative competence as third year EFL students. All answers are accepted. There are no wrong or right answers. Your honest answers are so valuable for us, will remain confidential, and would serve in the achievement of valid results. Please tick the right answer.

PS: you can choose more than one option in some of the cases.

Part One: General information

1. Gender

☐ Male ☐ Female

2. Age:

☐ 18 – 20 ☐ 20 - 23 ☐ More than 23

3. You have been studying in the English department for: ..... years

4. Baccalaureate stream:

☐ Letters and philosophy ☐ Letters and foreign languages ☐ Scientific

5. Choice of the English specialty: ☐ Deliberate ☐ Oriented by the ministry

6. language learning assumes a remarkable status in high studies.

☐ Agree ☐ Disagree ☐ Do not know

Part Two: Language Mechanics

1. To acquire any language, it is very important to study its grammar rules and enlarge its body knowledge.

☐ Agree ☐ Disagree ☐ Do not know

2. Your teachers activities have so far focused on:

☐ Grammar ☐ Pronunciation ☐ Vocabulary ☐ Communicative activities

3. Translation plays a crucial role in the foreign language class.

☐ Agree ☐ Disagree ☐ Do not know

Appendix 01

4. To learn English as a foreign language, it is better to get used to:

☐ Spend most of the time to solve grammar tasks and check the dictionary.

☐ Watch TV with English subtitles, everyday.

☐ Chat with native speakers at least twice a week.

5.While learning English, I pay more attention to:

☐ My appropriate and correct production of language structures.

☐ The rapport I build with my teacher and classmates.

☐ The feedback I get from my teacher and classmates.

Part Three: Interaction and Communication

1. A language is best learned when the learners are engaged in real-life like situations.

☐ Agree ☐ Disagree ☐ Do not know

2. I eagerly take part in discussions with English people and make debates with my mates.

☐ Often ☐ Sometimes ☐ Rarely ☐ Never

3. It's better to learn English in an English speaking country.

☐ Agree ☐ Disagree ☐ Do not know

4. How do you evaluate your knowledge about the "Communicative Language Teaching" (CLT) approach?

☐ Poor ☐ Good ☐ Very good ☐ Excellent

5. According to CLT views, English is learned mainly through communication with grammar rules explained only when necessary.

☐ Agree ☐ Disagree ☐ Do not know

6. I believe making mistakes and consistent trials in my attempt to communicate in English helps me to better learn it.

☐ Yes ☐ No

7. The practice of the English usage within communicative activities is of high importance for its mastery as a foreign language.

☐ Agree ☐ Disagree ☐ Do not know

8. Since the very beginning of my English learning course at the university, I have been encouraged to communicate in English.

☐ Yes ☐ No

9. In your classroom activities you prefer

☐ Group work ☐ Pair work ☐ Individual work

10. How do you evaluate your knowledge about the "Communicative Competence" ?

☐ Poor ☐ Good ☐ Very good ☐ Excellent

11. I think I am respectful towards others' distinguished socio-cultural values like: sense of equity, liberty, beliefs, organizational political system .....

☐ Yes ☐ No

12. I demonstrate a good level of language mastery whilst I interact with people from different backgrounds.

☐ Yes ☐ No

13. My acquirement of the English language allows me to negotiate more effectively my ideas in cases of disagreement

☐ Yes ☐ No

Part Four: Culture and language learning

1. Teaching English as a foreign language requires the teaching of its culture.

☐ Agree ☐ Disagree ☐ Do not know

2. I think having the sufficient knowledge in both one's own culture and English speaking cultures plays an influential role in learning English .

☐ Yes ☐ No

3. Have you ever heard of the notion "Intercultural Communicative Competence"?

☐ Yes ☐ No

Appendix 01

4. I tend to be cautious when dealing with people from different cultures than mine.

☐ Most of the time ☐ Sometimes ☐ Rarely

5. I reconsider my perspectives before forming (an) impression(s) in intercultural encounters.

☐ Yes ☐ No

Why ?

……..

……...

6. I seek for further details concerning culture difference while interacting with my counterparts.

☐ Yes ☐ No

Why ?

……

…….

7. I stick to my opinions and keep trying to convince my opponents.

☐ Rarely ☐ Most of times ☐ Occasionally

8. When I watch English movies, TV shows, Documentaries; they give me a lot of insights about the English culture.

☐ Yes ☐ No

9. I enjoy receiving constructive criticisms on my culturally misunderstood behaviours.

☐ Yes ☐ No

10. You faced an unsuccessful intercultural experience. You would

☐ Keep it to yourself ☐ Narrate it to someone

☐ Discuss it ☐ Reflect about it

☐ Learn from it

*In case you choose the "learn from it" option please answer these questions

a. What did you learn?

.....

.....

b. Would you allow it to help u grow?

☐ Yes ☐ No

11. You and a classmate had a personal conversation. That person replied saying one thing, but then heard that (s)he said something quite different and mockery to the others. You would respond by

☐ Let it pass ☐ Never trust that person again

☐ Hold grudge ☐ Address the situation directly

☐ Others please specify

.....

.....

Appendix 02

Teachers' Interview

We are conducting a research work to explore students perceptions and attitudes towards the Intercultural Communicative Competence. We would be grateful if you would accept to help us by answering a few questions.

1: How beneficial is the communicative language teaching approach (CLTA) to 3rd year EFL students?

2: How could it be best implemented?

3: What type of activities do you practice with your students?

4: In your opinion what is the relationship between the CLTA and the intercultural communicative competence (ICC)?

5: From your point of view, are 3rd year EFL students here at the university of BBA aware of the CLTA, its principles and its relation to ICC?

6: What sort of attitudes do 3rd year students display towards both CLTA and ICC?

7: Do you think 3rd year students are equipped with effective skills and they possess the sufficient prerequisite qualities which may allow them be interculturally competent communicators?

Appendix 03
Classroom Observation Checklist

Faculty Supervisor: ..... **Observation Number:** 1 2 3 4 5 6 7 8
Module:..... **Group:**..... **Date:** .....

Scale: **1**=More emphasis recommended **2**= Acceptable **3**= Accomplished very well

What is observed	1	2	3
Course structure: Ø Reminded students of last time course's achievements. Ø Estimated learners basic needs to be met. Ø Prepared a multi stages plan built on each other logically. Ø Comprehensively overviewed current course process. Ø Synthesized covered course objectives. Ø Anticipated students for the following class.			
Comments			
Methods: Ø Used everyday-life relevant materials (self-videos, audio-tapes, broadcast records, T.C daily newspapers excerpts). Ø Selected all adequate necessary props ; and employed context appropriate aids (headphones, computer data, flashcards, maps). Ø Implemented a students' needs convenient alternative strategy in contingence to the circumstances in times of abrupt discord on the subject matter. Ø Exerted non-lecture learning activities (i.e small group discussions).			
Comments			

Appendix 03

Student- teacher interaction: Ø Communicated thoughts, ideas, perspectives explicitly. Ø Interacted with the assigned activities positively. Ø Asked for clarification curiously yet with respect. Ø Collaborated in the raise of fruitful discussions with co-colleagues. Ø Appreciated other's comments with open-mindedness. Ø Accepted teacher's judgement on their performance warmheartedly. Ø When needed; repeated sufficient conveyed information.			
Comments …… …… …… ……			
Presentation : Ø Explained directly T.C related concepts. Ø Rigorously demarcated the limits between N.T.C and T.C.(cultural differences in perceptions between T.C and N.T.C) Ø Provided authentic feedback (referred to native speakers' points of views , attitudes). Ø Exposed students to thought provoking questions to assess their awareness. Ø Constantly prompted healthy atmosphere (bias-free , T.C directed). Ø Supplied students with assistance while they demonstrated a language strategy's deficient use. Ø Abundantly allocated time for each single structure , aim or objective.			
Comments …… …… …… ……			

Appendix 03

Content relevance: Ø Concord of the delivered knowledge to learners' age , educational level, socio-cultural background. Ø Coincidence of variation with coherence in terms of input and working modes. Ø Tackled T.C per se issues (social customs , practices , lifestyles) hand in hand with N.T.C comprehensively. Ø Approached small c **c**ultural themes (values, beliefs , norms) of T.C as well as N.T.C. Ø Dealt with nature and dangers of stereotyping / the acculturation process (including culture shock) / non-verbal communication and proxemics / useful communication strategies in intercultural settings.			
Comments			

* Created based on the results found in the booklet entitled " *Developing and Assessing Intercultural Communicative Competence : A Guide for Language Teachers and Teacher educators*" byKsenia Golubina; Ivanus,D., Lussier,D.; Peck,C. et.al

ص ّخلـ م:

ما تزال تشكّل كفاءة التواصل ما بين الثقافات بؤرة معتمة لدى الكاهـ ا بـ عاهـ ر يحـ أ غـ لـ اكـ ةـ يـ بـ نـ جـ لـ ا ا غـ ّلـ لـ ا هـ ّلـ تـ من ميرث مصدرا رئيسيا خلال عملية التعليم والتعلّم للإسهام في تعزيز مهاراتهم في التفاعل مع أشخاص ذوي ثقافات مغايرة أو مع الناطقين الأصليين على حد سواء، و على عكس التنويه المسهب لأهميتها من قبل العديد من الباحثين البارزين والدارسين الحديثين من خلال اعمال شتى و متباينة.

وبهذا يهدف هذا البحث والمنجز على مستوى قسم اللغة الانجليزية، إلى استكشاف مواقف و تصورات طلبة السنة الثالثة نظام ل. م. د بجامعة برج بوعريريج تجاه اكتساب هذه الكفاءة. لتحقيق ذلك تبنيْنا مزيجا من المنهجين الكمّي والوصفي. علاوة على ذلك تمّ إعداد استبيان لعينة من الطلبة تقدّر ب 58 طالبا، وتمّ إجراء مقابلات مع أساتذتهم العشرة من أجل رصد البيانات والمعطيات اللازمة وضبط مصداقية إدراج المنهج التواصلي لتدريس اللغة في السياق الجزائري.

وفي الأخير تجدر الإشارة إلى أنّه أمكننا تأكيد فرضيتنا الأوليّة حول افتقار الطلاب إلى الوعي الكافي حول الكفاءة التواصلية بين الثقافات، بالإضافة إلى إقرار فرضيتنا حول الاستغلال الضمني للمنهج التواصلي للّغة، بفضل النتائج المتحصل عليها. لذا توجّب على مدرسي اللّغة الإنجليزية كلغة أجنبية دمج الكفاءة التواصلية بين الثقافات في دروسهم بشكل أكثف وتوظيف المنهج التواصلي بصورة جلية وصريحة بغية تعزيز و إنماء قدرة الطلاب على التواصل واستخدام اللغة الانجليزية في مختلف المواقف الحياتية المعاشة.

تـاملكا اقيحاتفمـلا: كفاءة التواصل ما بين الثقافات، المنهج التواصلي لتدريس اللغة، متعلمو و مدرسو اللغة الانجليزية كلغة أجنبية، الوعي، الاستغلال الضمني، السياق الجزائري، الدمج المكثّف الجلي.