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Faculty of Letters and Languages

Department of English Language and Literature

MASTER DISSERTATION

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The Role of Using Educational Authentic Audio-visual Materials in Developing Students' Intercultural Communicative Competencies

The Case of First Year Students at the Section of English at Biskra University

Dissertation submitted to the Department of English and Literature as partial fulfillment of

The requirement for the degree of Master in Sciences of Languages.

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Dedication

I would like to dedicate this work to:

*My angel, to my paradise “my mother whose soul taught me to believe in
hard work*

*and that so much could be done with little, Who has been a source of
encouragement*

and inspiration to me throughout my life..”

*My dear father. “My first teacher, to the sign of challenge and sacrifice,
the one who*

has drawn to me the path of success through his guidance and support

*Thank you both for giving strength to chase my dreams and made me the
person I am today.*

*My dear husband’s family for their support and encouragements,
especially my father in law for been a father and brother to me, My
dearest husband SAMIR for his love, believe in me, and patient
throughout my academic career , his faith and support .*

*My beloved, wonderful brothers, their wives, my sisters, and her
husbands who pushed me*

*to always be the best version of myself, for their endless support and
encouragements,*

Their children.

*My close friends “Ikram , Khawla, Bassma, Hiba,
Kawther, Chikha, Nessrine, Donia,Chahrazad,” for
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Abstract

The Intercultural Communicative Competencies (ICC) is a required ability to be a successful English language learner. We have noticed that students encounter many difficulties as EFL learners such as: the lack of vocabulary, the misuse of the spoken and written grammar, also, the poor level in making coherent English texts, whether in its written or spoken form. This was a good reason that led EFL teachers to count on the use of authentic audio-visual materials to develop their students' ICC. The present study aims to investigate the role of using these materials in enhancing the EFL learners' ICC. It was hypothesized that if EFL teachers use authentic audio-visual materials while performing their lectures, then they will develop their students' ICC and motivates them to be creative in the ways of learning English as a foreign language. This research consists of two main parts; the theoretical aspect of the study including two chapters, the first chapter was conducted to present the effects of using authentic audio-visual materials on the EFL students. While the second one, was devoted to the development of the EFL students' ICC. The second part of the research was devoted to the practical aspect of the study; in it, we have put the theory into practice through the fieldwork. In order to investigate the previous hypothesis, we have adopted a descriptive research approach. In relevance to this study, we have used two questionnaires as tools to gather the necessary information, for both first year EFL students and their teachers. After the interpretation and the analysis of the collected data, the findings revealed that the use of authentic audio-visual materials have a good impact on first year EFL students' ICC development. Furthermore, the results reported that a preferable progress was noticed in the students' motivation and involvement towards the English learning process.

Keywords: Intercultural communicative competence, authentic materials, Audio-visual materials.

List of Abbreviation

CLT: Communicative Competence Approach.

EFL: English as a Foreign Language.

ELT: Foreign Language Teaching.

GTG: Generative Transformational Grammar.

GTM: Grammar Transformational Method.

ICC: Intercultural Communicative Competence.

ICTs: Intercultural and Communication Technologies.

LMD: License, Master, Doctorate.

O.H.P: Over Head Projector.

SLA: Second Language Acquisition.

UMKB: University of Mohammed Kheider Biskra.

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General Introduction

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Introduction

Learners need to know more about the country and people where the language they are learning is spoken. When learners are learning a foreign language, they supposed to learn its culture at the same time, language and culture are sisters. The language cannot stand alone, in order to learn a language we have to learn its culture at the same time, since the language is a part of the culture they cannot separate. Nowadays, it is established that the English language is the lingua franca of the world. Therefore, learning this language is essential to communicate with people all over the world, both English speaker and non native speakers. The intercultural communicative competencies is a complex term to define , and even more complex to introduce in the language classroom .Nevertheless , it is of great importance to foster communicative skills .In order to master this competencies , the student must understand the cultural complexity behind every interaction and every interlocutor will be influenced by its own cultural norms . One an interlocutor comprehends that communication is influenced by one's culture; they will be able to adapt their language and manners to have a successful communication act. An intercultural competence speak will be able to effectively communicate with people from all over the world while critically reflecting on their own culture and others .The importance of the intercultural dimension in the language classroom is reflected in the Common European Frame work of Reference for language where intercultural is considered to be one of the competences essential for communication.

Statement of the Problem

Even though the exposure to the English language is sufficiently covered during middle and secondary school cycles, first year EFL students at University of Biskra still face different obstacles concerning the mastery of different language skills. Being aware of the other cultures including their behaviors, attitudes and expectations is very important, especially when learning their language.

In this dissertation I will focus on the use of authentic audio-visual materials. The educational world has witnessed a technological revolution in the last years making the introduction of authentic audio-visual materials in the classroom easily accessible. These resources include films, news programs, cartoons, sitcoms, and so on. Some authors have suggested that the use of these resources is motivating for students because they provide real exposure to the real world and language (Richards, 2006; Gilmore, 2007; Beresova, 2015). While they help students enhance skills like listening and speaking, these materials are also significant relevance for the development of the intercultural competencies! Video-based instruction gives students direct access to other cultures that are not own (Fenner, 2000).

Significance of the study

This study will help both learners in order to provide them with the advantages and benefits of using authentic audio-visual materials in language classes, and teachers in making them aware of the importance of using this materials. It also might help them develop their presenting data information inside EFL classes.

Aims of the Study

- Identify the role of audio-visual materials in develop intercultural communicative competence (ICC).
- Determine the perception of teachers and student to aware the use of audio-visual methods.
- Discover the effectiveness of audio-visual materials in enhance intercultural communicative competence.

Research Questions

This research seeks to answer the following questions:

- How can audio-visual materials develop intercultural competencies?

- How teachers and students perceive the use of audio-visual materials?
- What is the effectiveness of audio-visual materials in enhance intercultural competencies?

Research Hypothesis

Based on the above research questions, we hypothesized that:

- The more first year EFL students at the English division are exposed to authentic audio-visual materials, the better their intercultural communicative competence will be developed.

Research Methodology and Data Gathering Tools

The appropriate method to present this research is descriptive method. This work needs a descriptive processing about the chosen subject where we will focus on investigating how to incase student's intercultural communicative competencies through put questionnaire for both first year EFL students and their teachers, this will be helpful to get a reliable data and feedback.

A questionnaire will administered to both teachers and students, valued as the appropriate to collect opinion about the issue, and will give enough time to respondents with respect their privacy to obtain a great amount of different information from individuals .Also, teacher's questionnaire will help us to understand more clearly the problem and collect information especially from the experienced teachers that strengthen our research credibility.

In order to examine this issue, we dealt with a sample of 90 students taken randomly from a population of 350 students from the first year EFL ones from the English branch at Mohamed Kheider university of Biskra. Moreover, concerning the teachers, we submitted the questionnaire to a sample of 10 EFL teachers from the same branch and university to provide us with some results and information about the learners' development after the use of authentic audio-visual materials in their classes.

Literature review

Students learn the foreign language for many years, but they encounter many problems when communicating with natives in very simple situations. This does not mean that mastering the different grammatical rules or having a wide range of vocabulary is sufficient to communicate effectively with people from other countries. Learners need to possess specific abilities and an understanding of the other's culture, so that they can interact effectively and recognize the different meanings.

However, in different curricula, syllabus, and even textbooks, the teaching the different components of the intercultural communicative competencies is ignored due to the total focus on grammar as expressed by (Byram.1997, Haneda. 2007). Such programs do not offer any authentic language inputs that help learners to understand the different cultural, social life of the people whose language is being learnt.

In recent years, there has been a growing recognition of the need for incorporating intercultural aspects in language teaching and education in general. According to Corbett (2003), “the ultimate goal of an intercultural approach to language education is not so much “native speaker competence” but rather than an “intercultural communicative competencies” (p.2). The intercultural competent speaker has the ability to understand both language, behaviour, and culture of the community whose language is learning.

The same is expressed by Byram, Gribkova, and Starkey (2002) who defines such concept as the ability to ensure a shared understanding between people of different social identities. Byram (1997) points out that ICC focuses mainly on teaching students “the ability to interact with people from another country and culture in a foreign language” (p.71). The author further believes that an intercultural competent speaker possesses both communicative competencies in the target language as well as the ability to build relationships when interacting through getting rid of the encounters they face and striving to continue the communication and adding to particular skills, attitudes of openness, and knowledge about the other culture.

He describes the person who develops ICC as the successful one who possesses the ability to build relationships while speaking the target language, negotiate how to effectively interact so that they achieve mutual understanding, mediate conversations between speakers of different cultural backgrounds, and continuing to acquire the different communicative skills that are not yet recognized. According to Byram (1997), ICC requires certain components that are as follow:

- Intercultural attitudes: as having readiness, empathy, curiosity, and openness to change beliefs the one has about other culture or about his/her own.
- The knowledge: it is that knowledge about how social groups and identities work. That is the knowledge “of social groups and their products and practices in one’s own

interlocutor's country, and of the general processes of societal and individual interaction" (p.51).

- Skills of interpreting and relating: it is important to realise that misunderstanding can arise at any moment. Thus, learners need to be ready to solve such problems. They need skills of comparing in order to analyse their own culture and other cultures to be able to see a situation from different perspectives.

- Skills of discovery and interaction: this means the ability to acquire new knowledge from other cultures and integrating it with the knowledge we already have. It is about asking people from different cultures about their values, behaviours and beliefs.

- Critical cultural awareness: it is the ability to evaluate perspectives, practices, and products critically in each ones' culture and other cultures

Structure of the dissertation

The present work is divided into two parts. The first one is devoted to the theoretical part of the dissertation and it consists of two chapters. The first chapter was conducted to present the role of using authentic audio-visual materials on the EFL students. While the second one, was devoted to the development of the EFL students' intercultural communicative competencies.

The second part of the research is concerned with the practical aspect of the study; in it, we have put the theory into practice through the fieldwork.

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Introduction

Many authors and educators of communicative language teaching such as Freeman (1986), Nunan (1989), Richards (2001), and Ellis (2003) were emphasizing on that the use of authentic audio-visual materials is a very fruitful way in the field of teaching foreign languages, which help the students to develop and achieve their target language.

Consequently, the instructors were searching for the most effective and appropriate teaching materials. While the important reason of learning a foreign language is to be able to gain from using it in the real world and for real situations. The use of authentic audio-visual materials in language classes was a debated subject amongst teachers of foreign languages who think that to teach the language using only the course books' tasks, which are designed artificially and only for teaching purposes is enough. Meanwhile, others like McKay (2000) and McGrath (2002) see that they will develop their students' ICC through adopting the use of authentic audio-visual materials that certainly will scaffold the students' learning process in general.

The frequent use of authentic audio-visual materials that is suitable to the students' level and interests will increase their sensitivity towards the use of these materials and enhance their intercultural communicative competencies (ICC) in the target language as confirmed by Gonzalez (1990) cited in Peacock (1997,p. 152).

In this chapter, we intend to describe some of the aspects of using authentic audio-visual materials inside EFL classrooms. It will be followed by many definitions of authentic audio-visual material that are suggested by many scholars and educators. Also, we will shed light on the advantages and the disadvantages of using authentic audio-visual materials with the EFL students' and their effects on their ICC development.

Furthermore, in this chapter, a big part of it will be devoted to some of the types of authentic audio-visual materials and their sources that need to be chosen for EFL classes and their types that may be presented to students.

Finally, we will conclude this chapter with the reaction of both teachers and learners towards the use of authentic audio-visual materials and some of the difficulties that they may encounter when implementing them.

1.1. Definition of Authentic Materials

Authenticity is a term, which creates confusion and ambiguity among researchers. On this base, authentic materials are defined differently in literature. Despite different existing definitions, one of the most shared common aspect among all as introduced by Kilickaya (2004, p.1) as « exposure to real usage of the everyday life language » emphasizing on dealing with real-life communications using the target language. Polio (2014) also supports the same view and claims that although there are several authentic materials' definitions, they are not created for teaching goals.

This was stated in Bacon and Finnemann (1990, p.459) in following words: « Authentic materials are texts produced by native speakers for non-pedagogical purpose ». That is to say, such materials are not prepared for the sake of teaching process but written and oral communication. They are designed without pedagogical teaching objectives as stated by Nunan (1989, p.54) “any material which has not been specifically for the purpose of language teaching” as cited in MacDonald, Badger and White (2000,pp.253-267). Additionally, Harmer (1991) describes authentic texts as spoken or written real texts provided for language speakers rather than to language teaching.

Kilickaya (2004) urges that authentic materials are the « appropriate » and « good » terms in which objectives, students' needs, and focus are natural in terms of real-life communications. Further to that, Martinez (2002) emphasizes on the « authentic » and « contextualized » definitions. He defines them as real life materials that students use. However, they are produced for real-life communications rather than for the teaching sphere. Authentic materials aim to match the gap existing between real life situations and communications with the development of students' skills.

1.2. Authentic Audio-Visual Materials

Creating an authentic environment, which is as real as possible in the foreign language classroom, is a challenge for teachers and language researchers. They try to adopt new effective ways and material that have a great potential for creating contextualized learning and promoting meaningful communication. In our competitive world, the technological development spreads quickly overtime and reaches foreign language teaching and learning. Almost all researchers, scholars and practitioners agree on the necessity of using the advanced and up-to-date teaching tools authentic audiovisual aids that dominates the foreign language learning process since they provide highly rich sources of authentic language inputs. The

incorporation of different audio-visual material as news, films, songs, and cartoons as sources of authentic language inputs have attracted the attention of many researchers (Martinez; 2002, Gilmore; 2007, Gebhard, 1996, Bahrani; 2014 Bahrani & Tam; 2012.)

According to Singh (2005) audiovisual aids are any device which by sight and sound increase the individual's experience beyond that acquired through reading described as audiovisual aid. Jemina (2013) also stresses on the values and the purposes of integrating audiovisual materials within language focusing on its effective impact on making lessons more interesting and increasing learners' curiosity at the same time. Such materials add clarity to the given topics and make learning the foreign language alive. By adapting audio-visual supports, teachers can hold their students' interest and enable them to use the knowledge and culture they have exposed to so that they can practice different skills specifically the speaking one. Students further can be acquainted with others' different cultural beliefs since these materials have the advantage of presenting how native speakers really express themselves in daily conversations.

Utilizing authentic materials to teach cultural content is advantageous. According to Cakir (2006), both movies and TV entertainment are as valuable sources for providing authentic cultural inputs that present the other people's culture and their way of behaving. Canning-Wilson (2000) stresses on the importance of using visual aids as videos that can provide both local and international cultural topics of learners' interest that motivate them to interact and increase their level of correl. Such material has a great impact on fostering intercultural communicative competencies as they motivate foreign language learners to "predict information, infer ideas, and analyze the world that is brought into the classroom" (p. 3).

1.3. Types of Authentic Audio-visual Materials

Nowadays, the methods of teaching have developed over time to work in parallel with the aims and purposes of the ELT. Many types of materials were used, but always teachers were having tendency towards authentic ones, that is because of their reliability, validity, and effectiveness. We would like to categorize those authentic audio-visual materials as Genhard (1996. Cited in Al-Azri et al, 2014) put them into three categories, where he firstly put the songs, radio news, and cartoons as authentic listening materials. Secondly, he named the street/road signs, magazines

and newspapers pictures, and post cards and so on, as authentic audio-visual materials. And finally, the authentic printed materials have consisted of all the printed ones, as the well-known saying that says “one picture is worth a thousand words”, like sport reports, newspapers, restaurant menus, and train tickets.

Furthermore, and with the same way of categorizing authentic audio-visual materials that Genhard (1996) did, with a small difference when it comes to the first category of the authentic listening materials, Maroko (2010, p. 7) has named them audio materials. While the remaining ones stay as they were mentioned above.

Moreover, we have found other linguists, like: Trujillo, Turrecillas and Salvador who have categorized authentic materials labeling them with other terms; the *old*; the *new* and the *newest*; by old authentic audio-visual materials, they mean textbooks, hand-made materials as traditional ones. Whereas, by new authentic audio-visual materials, they mean the over-head projectors, the video camera and player as a modern way to teach foreign languages with. Furthermore, by the last category (the newest authentic audio-visual materials) they mean information and communication technologies (ICTs), which is the best way to represent the FLT as it deserves to be presented to the language learners (source unknown: 2).

Finally, it is better to mention that the more EFL teachers use different authentic audio-visual materials in order to present their lectures, the better their learners will benefit from.

1.4. The Sources of Authentic Materials

In the field of teaching English as a foreign language, language teachers include original materials during their lectures because of their great impact on the development of students' proficiency in communication and its importance in the learning process. Some of these authentic materials sources are mentioned as follows:

1.4.1. Audio-visual Materials

After the remarkable technological development in all fields, the original audio-visual materials have played an important role in the teaching of English as a foreign language where language classes are implemented as types of target language resources. Some of them are: over head project (OHP), Internet, videos, movies, TV shows, TV ads, and documentaries. Some of these materials are explained below:

1.4.1.1. The Internet

The Internet is one of the most reliable and main sources that currently used for teaching in EFL classes. In addition. It is a very useful resource, as it helps English language students and teachers to access the various materials they need to develop their abilities to teach English as a foreign language, and it also paves the way for improving the development of students' intercultural communicative competence.

1.4.1.2. Videos

It is considered one of the most powerful and original resources that can be implemented in the field of teaching English as a foreign language. It offers a wide range of activities for both teachers and students of English as a foreign language to practice in order to enhance their four skills especially listening and speaking skills, as well as their level of understanding.

Also, videos are preferred original material, as they provide opportunities for both EFL teachers and students to display audio and visual input. These types of sources can be on many forms such as movies and video clips.

1.4.1.3. Overhead Projector (OHP)

It is a very helpful and useful device that allowed EFL teachers to present visual aids or demonstrate the material to take advantage of. As mentioned by Harmer (2001, p. 136) the OHPs are very practical authentic audio-visual materials, because of their small weight that allows anyone to carry them easily. Also, they do not need too much technical knowledge to work with. Even teachers with less technical capacities can manipulate them easily. So, overhead projectors are a good help for teachers to project some authentic materials that would be used in the teaching process. Again, because of their multiple advantages for the lectures progression and the EFL students' understanding, these tools contribute in the good running of the lectures.

1.4.2 .Audio Materials

Audio materials that are used for listening only. When used correctly, they can be of great help to EFL learners and teachers as they are now available to everyone. And these are some of them:

1.4.2.1. Songs

The using of songs is the most used authentic material in the English language teaching, as a result to the teachers' and students' preferences in the way of learning the English as a foreign language. Also, a great impact is left on the EFL students' pronunciation, as well as their listening and speaking abilities. As Mishan (2005, p. 196) states, "that is why all the products of technical communication, music and songs are consistently well-presented in the language classroom."

Again, songs are considered as an excellent means of reinforcing the EFL students' vocabulary and grammar through their lyrics, as stated by Mishan (2005, p. 200) that "a widespread attitude in language teaching is to treat songs merely as authentic examples of grammar structure." This is an opportunity for learners to acquire some difficult grammatical structures.

Furthermore, songs are authentic materials that are used widely in the EFL teaching process, which convey messages about various subjects in both direct and indirect ways. Moreover, they help them to go deep in their feelings, emotions, and problems. Also, they provide students with a lot of the target language aspects and contexts, as confirmed by Morales (2007), (cited in Castro Vilada, 2009, p. 17).

1.4.2.2. Radio

EFL teachers are able to use one of the most easily accessible listening authentic materials, which is radio. Radio can be used while presenting the oral expression lectures by EFL teachers to display different subjects that help the foreign language students' motivation, curiosity, and intercultural communicative competence.

Also, its use will expose EFL students more to the target language with its expressions and vocabulary as asserted by Mishan (2005,p. 138). Thus, when exposed to these materials, students acquire more vocabulary which will help them having a good command of the target language.

1.4.3. Visual Materials

Nowadays, visual materials have become compulsory to make any lecture successful. They are preferred to be used by both learners and teachers of foreign languages especially English. So, some of the mostly used ones are mentioned as follows:

1.4.3.1. Blackboards

It is one of the unusual authentic audio-visual materials that could be implemented in order to support the subject being studied. The black board is the simplest resource that EFL teachers can use in their teaching process. It is usually used in all language classes, and it becomes very fruitful for the EFL students if the teachers know how to use it.

1.4.3.2. Newspapers

As it was defined by Mishan (2005: p. 154), “newspapers are the most easily available and accessible of the news media-anyone, anywhere can buy them (...) and they are less abstract than their broadcast counterparts.” So, they bring up-to-date information, adaptable for many levels, and show many different sorts of practical vocabulary and expressions that would develop the EFL students’ intercultural communicative competence.

Consequently, newspapers are widely used as a type of authentic audio-visual materials in the learning process in order to raise the level of the students’ interests to the language expressions and contexts, and challenge their linguistic complexities of the used language by providing them with different levels of difficulties of texts.

1.5. Advantages and Disadvantages of Using Authentic Audio-visual Materials

As the saying says each coin has double faces, the use of authentic audio-visual materials in the EFL classes applies this saying, but we should mention that the positive side is a way which is more effective than the negative one. Many educators and researchers have affirmed on the great benefits of the authentic audio-visual materials like: Shanahan (1997), Nunan, (1989), and many others. EFL teachers’ goals and aims would be achieved easily and faster when presenting their English lecture using the various authentic audio-visual materials. By the use of authentic audio-visual materials, the learning of English as a foreign language would be easier for the EFL students, and it will provide them with many significant advantages rather than the disadvantages. We would like to clarify the positive and negative effects of using authentic audio-visual materials while teaching English as a foreign language as follows:

1.5.1. Advantages of Using Authentic Audio-Visual Materials

EFL teachers make sure to implement different ranges of authentic audio-visual materials that will help and motivate their students through their curiosity and interests and expose them to real linguistic contexts. Thus, real-life materials always create authentic linguistic contexts. This is a way used to develop the communicative competence of EFL students. Many scholars have stressed on the advantages of the use of authentic materials, such as: Widdowson (1996), Strevenes (1987), Nunan, (1989), and Shanahan (1997).

1.5.1.1. Exposing Learners to Real Natives' Language

Authentic audio-visual materials are considered as an opportunity to be in a direct contact with the target language, and be familiar with the natives' contexts. It was confirmed by Widdowson (1996), as cited in Al-Azri et al (2014,p. 250) "real English as it functions in contextually appropriate ways, needs to refer to how people whose language as an L1 actually put it, to communicate and use", which was affirmed by Strevenes (1987) as cited in Nunan, (1989,p. 93). The use of original materials as a means of teaching English as a foreign language has provided many advantages for learners' intercultural communication competence. Among them, we can say that it is a good way to familiarize EFL learners with real-life contexts. Also, they will help their students to develop their awareness of language from the idioms, vocabularies and expressions used by the indigenous people.

1.5.1.2. Enhancing Students' Abilities of Intercultural Communicative Competencies

The use of authentic audio-visual materials has various other effects on the abilities of EFL students. It provides students with the necessary concept of communication, through many positive effects such as: improving their pronunciation, spelling, comprehension skills, and productivity. The use of original materials will encourage EFL students to get rid of anxiety, shyness and fear, especially when performing in a non-dangerous atmosphere.

1.5.1.3. Rising the Level of Participation in EFL Classes

This feature is one of the main advantages among many. As a result of using original materials, during the teaching of English as a foreign language, it was

observed that EFL students became more interested in the topics presented and more participatory in the classroom. They go from being passive learners to being active learners, as a result of using authentic audio-visual materials. Because these materials are something new for learners, they input to encourage participation in even shy loners. The students turned out to be more practical, motivating, and satisfying.

1.5.1.4. Improving Critical Thinking

EFL teachers becoming more aware about the positive impact on their students' way of thinking and viewing the target language for the benefit of indigenous materials. For this reason, the more exposure they are to different indigenous materials, the better their way of thinking, reasoning and behavior will be to become more indigenous. As a result, EFL students will be able to interpret and understand the intentions of native speakers thanks to their ability to think critically about everything they are exposed to about that target language.

1.5.1.5. Providing a Good Classroom Environment

The use of authentic audio-visual materials while teaching EFL will lead to a good learning environment within EFL classes. As seen by Strevenes (1987) (cited in Nunan, 1989, p. 93) the use of authentic audio-visual materials would "provide learners with opportunities for real interactions that have a realistic view of them." Because the classroom is the true learning environment unique to the learners, the use of authentic audio-visual materials in it will add something important to the smooth running of the lecture.

1.1.6. Helping EFL Teachers in the Lectures' Presentation

EFL teachers want to provide learners with a different set of authentic audio-visual materials that give them the opportunity to work with more activities that students need to master, and this is one of the preferred methods for EFL teachers. As a result, EFL teachers reach their goals and objectives by developing their students' four skills, and thus their Intercultural Communicative Competence.

1.5.1.7. Facilitating the Relevance with the Cultural Aspects

Since the language cannot be taught without its culture, which is presented as beliefs, arts, customs, and values that define the target language's community or group of people, there is a need for those components to be acquired by EFL learners.

Developing their consciousness about the cultural aspect is much important as the other aspects like pronunciation and grammar.

It is necessary to be accepted culturally in the target language, not only to be able to produce the expressions and words as the native speakers do. It is a good point of view that was confirmed by Shanahan (1997) who stated that culture is not just mere facts that can be taught and learnt; whereas, it is a way to make learners feel the need to speak and use the target language (Cited in Kilickaya, 2004).

1.5.1.8. Motivating EFL Students' Learning Process

Peacock (1997,p. 144), emphasized that the use of authentic audio-visual materials stimulates the learning process for EFL students by encouraging them to learn and engaging them more in the target language rather than exposing them to artificial or non-authentic materials. Moreover, Gonzalez (1990,p. 118), as reported in Peacock (1997,p. 145), claimed that after her study she found that EFL students reacted positively to the use of authentic audio-visual materials, declaring that they preferred the use of these substances, as a result of their various good effects On students' attitudes when they are related to the learning process.

Furthermore, Gonzalez (1990,p.118), as cited in Peacock (1997 ,p. 152), has recommended that EFL teachers use authentic audio-visual materials while lecturing rather than synthetic or non-native materials, due to their great collision with the behavior of English students as a foreign language. Focus and participate in target language learning activities.

1.5.2. The Disadvantages of Using Authentic Audio-Visual Materials

Some scholars and educators have opposed the use of indigenous materials in the language teaching process such as Richard (2001), Kilickaya (2004). They declared that the use of the original material may pose some difficulties and increase the difficulty of comprehension for students of English as a foreign language, because it was not designed neither for non-native speakers nor for language learners.

Because the original material was not designed for educational purposes, Kilickaya (2004) thought that authentic audio-visual would not be useful to teachers, due to the time lost when they need to explain and simplify the meanings, vocabulary, and specifics. Expressions that are used whenever he gives lectures using original materials.

This was confirmed by Richard (2001, p.254) where even if the use of authentic audio-visual materials had a significant impact on the intercultural communication competence of EFL learners, it did show some difficulties both in the language used, unnecessary vocabulary elements, and complex linguistic structures, Which would cause problems for both teachers and students of English as a foreign language as well.

This would negatively affect the learners' abilities towards learning English as a foreign language, like: the mixed structures, new vocabulary and knowledge, also, they may encounter difficulties in the pronunciation. Furthermore, it is affirmed by other educators that using authentic audio-visual materials during teaching English as a foreign language will leave a negative impact on weak EFL students, because they will suffer from the complexities of the used language in these materials, which will make learners unmotivated and frustrated. Moreover, others think that the use of authentic audio-visual materials inside the EFL classes maybe rejected by some of the EFL teachers and students, because of its' inappropriateness socially and culturally in some of its elements and aspects. So, authentic audio-visual materials need to be perfectly selected and implemented by the EFL teachers to facilitate its use to their EFL students' objectives and needs.

Conclusion

This chapter was an attempt to review the aspects related to the authenticity of the used authentic audio-visual materials in the foreign language learning process. Moreover, we have presented a brief background of the authentic audio-visual materials, and stressed on many sources of these reliable materials. Furthermore, we have presented many different advantages that come as a result of its use in the learning process; its benefits and help to both EFL teachers and students to reach the aimed goals. Finally, we are able to say that though authentic audio-visual materials cannot transform language learning by itself, but they can be a noticeable resource of input for language teachers and learners.

As a result of its multiple advantages and benefits that offer to the EFL learners, it is considered as an opportunity to motivate the learning environment and improve their ICC.

Chapter two :The Development of the Students’ Intercultural Communicative Competence

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Introduction

The communicative approach of language teaching has appeared since the late 1960's, according to Hymes (1965), in the field of English language teaching (ELT) and applied linguistics. It was a shift in our understanding of how languages are learned and subsequently taught; from a purely application of the structural linguistics and generative transformational grammar (GTG) to focus more on the language use in different fields such as second language acquisition (SLA), pragmatics, discourse analysis and the applied linguistics.

The complex nature of language learning had been well-introduced by linguistics, psycholinguistics, cognitive psychology and sociolinguistics like De Saussure (1959), Hymes (1966) and Bachman (1990); these factors were the key role in this process. Moreover; they show that communication is a pivotal pillar in language learning.

It was claimed by Bloom (1978,p.1) that: "Languages exist because of the functions they serve, and so how individuals learn to use language for such different purposes as to get and give information and initiate and monitor interactions with others is a major aspect of development". We may say that the development of language learning is related to its' functions that differ by the use, purposes and the personality of the individuals.

In this chapter, we will try to give some definitions of both culture and the concept of intercultural communicative competence (ICC), and then shed light on culture and language teaching.

Furthermore, we will concentrate on the ICC in educational legal framework and in language teaching. Also, we will shed light on how to introduce the ICC in the classroom and how to use authentic videos for intercultural teaching.

2.1. Definition of Culture

The term “culture” has always been difficult to define in a straightforward way. It is a concept that covers a wide variety of characteristics that define society. Various scholars have concluded that it is impossible to arrive at a simple single definition for “culture”. For instance, Kramersch (1996) claims that due to its intricate nature this term will always refer to two different defining features of a community. Therefore, there are two main definitions. To begin with, culture is “the way a social group represents itself and others through its material productions” (2). This first meaning refers to all the products and works that reflect the mechanisms and history of a society such as art, literature, music, film and theatre, amongst others. This factual knowledge is easy to study and interpret and constitutes what it is referred to by some authors as “culture with a capital C” (Hendon, 1980; Chlopek, 2008). Furthermore, there is a second definition to understand the concept of “culture”. As Kramersch (1996) explains, culture also makes reference to the values, beliefs and behaviours shared by members of a community (2). This is a more intricate definition since it encompasses a wide range of elements including “attitudes, assumptions, beliefs, perceptions, norms and values, social relationships, customs, celebrations, rituals, politeness conventions, patterns of interaction and discourse organization, the use of time in communication, and the use of physical space and body language” (Chlopek 2008, p.11). These patterns of a society are not as easy to analyse as the fine arts and are referred to as “culture with a small c.” (Hendon, 1980; Chlopek, 2008).

2.2. Culture and Language Teaching

Culture has not always been a significant component in the EFL classroom. It was greatly ignored when language learning aimed to foster linguistic competence (Larzén-Östermark 2008, p.527). During that time, the sole purpose of teaching a language was to teach its grammatical structures and lexicon. The culture was not considered relevant and was subordinate to the language (Scarino 2010, p.324). Language teachers would only teach “culture with a capital C”: the history, the traditions and the fine arts of the target language culture. It was pure information. However, this situation changed when the communicative approach started gaining ground in the 1970s. The major aim of language learning changed from learning its structures to mastering the ability to communicate with other speakers and convey one’s message clearly (Purba 2011, p.46). However, the knowledge of information

and how to share it is not enough for this purpose. To achieve a successful act of communication “the exchange of information is dependent upon understanding how what one says or writes will be perceived and interpreted in another cultural context” (Byram 1997,p. 3). The speaker needs to be able to comprehend and respect the cultural norms of the other for the interaction to be successful and civil.

In order to achieve this deeper understanding of the other and communicate properly, students “need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone” (Choudhury 2013,p. 20). These trivial and common situations that students will encounter in real life are deeply connected to the cultural norms of a society. As Stern (1997) emphasizes, “we cannot teach a language for long without coming face to face with social context factors which have bearing on language and language learning” (p.191). Therefore, with this shift, linguists realized that it was essential to incorporate culture in the classroom “Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, but it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted. In fact, our entire repertory of communicative behaviours is dependent largely on the culture in which we have been raised. Culture, consequently, is the foundation of communication.” (Samovar, Porter, and Jain 1981, p.24).

Scholars started to be aware that foreign language students must become culturally competent to communicate accurately. Proper communication cannot exist without cultural knowledge. If students are not exposed to the basics of the target culture, they will end up miscommunicating with native speakers. As Damar (2013) suggests, “many EFL learners do not develop good language skills because of unawareness about other cultures’ assumptions, values and beliefs at the discourse level, and they experience pragmatic failures in international settings” (p.752). If students are to talk with people from other cultures, they should know the basics of their codes of behaviour (Hendon 1980, p.192). Otherwise, the communicative situation will be incomplete.

Furthermore, this change in emphasis of the competencies showed that learning simple factual knowledge of the target culture was not enough anymore.

Traditionally, teaching culture had focused on teaching traditions and arts that define the target society. Textbooks presented a series of texts about the foreign language “with the aim of learning and accepting facts” (Fenner 2000, p.143). Even now, teachers tend to simply use these materials they are provided with “due to factors like shortage of time, lack of cultural knowledge, or lack of training as to which aspects of culture to teach” (Yeganeh and Raeesi 2015, p.535). With this approach to teaching culture, the division between cultural knowledge and language is widened since they keep being considered two distinct elements. Students do not realise how culture impacts their language and communication skills. In addition, this teaching methodology helps promote the stereotyping of other societies. As Rivers (1981) argues, students are not encouraged to develop their critical thinking and discuss the implications of the cultural elements they are being introduced (p.315). In fact, they are only asked to accept facts as if these were the only truth. By doing so, teachers are unconsciously creating and perpetuating stereotypes and misconceptions about other cultures (p.315). Rivers states that this opportunity of learning about another culture should be “a liberating experience in that students are encouraged to develop tolerance of other viewpoints and other forms of behaviour” (p.318).

Another problem that arises if culture is not approached correctly in the language classroom is what Choudhury (2013) calls “linguistic imperialism” (p.20). If students are constantly exposed to the target cultures in EFL they will lose their own culture and identity. Teachers must take into account the students’ home culture when introducing students to other cultures. If not, students who are still trying to find their own identity might embrace these cultures and reject their own or lose confidence in their values. Rivers (1981) also acknowledges this issue. When he clarifies that learning a culture should be “a liberating experience”, he also highlights the importance of approaching these new cultural norms “while understanding better those of their own society or cultural group” (p.318). Therefore, these authors show that the traditional approach to culture in the foreign language classroom raises various issues instead of improving communicative competence.

As a result of this situation, scholars have studied more favourable methods of addressing culture in EFL. The traditional approach ignored the importance of culture to enhance the communication skills of the student. Even though learning cultural information is still essential, it is more important that these learners foster their

cultural awareness and critical thinking. In order to achieve this goal, both descriptions of culture —culture with capital C and small c— should be integrated into the classroom. Moreover, several authors agree that it is essential that students learn about the target cultures while paying special attention to their own in order to not undermine their own cultural identity (Fenner 2000; Yeganeh and Raeesi 2015; Wolf and Tasker 2018). As Nguyen (2017) states, with this approach students can “develop their ability to reflect, self-reflect, argue and construct their own critical views of different cultural issues and their cultural identity, that help building their tolerance and harmony with themselves, with other people and cultures” (p.150). By fostering their critical views and awareness, students would be able to further understand other cultural norms and their own.

More importantly, this method to introduce culture in language teaching would be advantageous to develop the communicative competence with people from all over the world. As Scarino (2010) observes it would help the learner to realise that culture shapes the contextual framework in which people communicate (p.324). Everyone is subconsciously influenced by their own culture when they are communicating with others. Becoming aware of this fact, aids the students in developing their intercultural capability. Intercultural communicative competence is considered to be one of the basic elements necessary to accomplish a satisfying communicative function of the language, along with “grammatical competence, sociolinguistic, discourse, and strategic competence” (Mahboubia 2008, p.33). The introduction of culture in the EFL classroom to improve students’ communication skills should aim at fostering the Intercultural Communicative Competence (ICC).

2.3. The Intercultural Communicative Competence (ICC)

The Intercultural Communicative Competence is considered to be the ‘fifth skill’ of a language (Mao 2009, p.145). Just like the term “culture”, this competence is a complex concept that has been defined and analysed by various scholars. Meyer (1991) defines this competence as “the ability of a person to behave adequately and in a flexible manner when confronted with actions, attitudes and expectations of foreign languages” (p.137). In order to master this adequacy, Meyer explains that it is imperative that the speaker does not reject their self-identity of their own culture (p.137). The importance of the knowledge of one’s own culture is supported by other authors like Michael Byram (1997) who states that “the mutual perceptions of the

social identities of the interlocutors is a determining factor in the interaction” (p.32). It is from this self-understanding that the speaker should be able to understand and respect other cultures. Furthermore, this competence will allow the speaker to handle any miscommunication problems that may arise in communicative situations with speakers from other cultures in a foreign language.

One of the most important authors in this field of study is Michael Byram. In one of his works, he creates a model of intercultural communication where he provides the different qualities and factors that a speaker should have in order to be considered an ‘Intercultural Speaker’. According to him, there are four factors to take into consideration in intercultural communication: skills, attitudes, education, and knowledge (1997, p. 34) “To begin with, there is the education of the intercultural speaker. This factor refers to the political education that a speaker receives and that enhances their critical cultural awareness” (p.34). This factor is of vital importance since it will be present in all the other factors. Secondly, there are the attitudes of the speaker. With this factor, Byram is referring to the behaviour of the interlocutor “towards people who are perceived as different in respect of the cultural meanings, beliefs and behaviours they exhibit” (p.34). Byram explains that one should not always be positive and accepting of every single aspect of other cultures, since this attitude could drive the speaker to create prejudices. While it is important that the speaker is open and ready to receive other beliefs and behaviours, it is also imperative that he or she questions these unexplored elements (p.34). The interlocutor must be able to interpret and judge other cultures without being biased. In order to achieve so, it is important that “there is awareness about one’s own values” (p.35). Therefore, according to Byram, the perfect attitude of an intercultural speaker is one that is accepting but also capable of critically analysing other cultures. The third factor that should be fostered is knowledge. Byram divides it into two different categories. Firstly, there is the knowledge about social groups and their cultures both in one’s own country and of the interlocutor’s country (p.35). The first category is primarily acquired through the process of socialisation and formal education. This knowledge of our own culture is “often dominated by the notion of a ‘national’ culture and identity” (p.35). However, when an individual acquires this type of knowledge about another country it is usually ‘relational’. This knowledge will be presented in comparison to one’s own discourse, meaning that there is a high chance that it will be tainted with prejudice and stereotypes (p.36). The second category is more

complicated to achieve. This category refers to the knowledge of the process of interaction. For the intercultural communication to be successful, the speaker has to be aware of their own processes and to know how to act in various circumstances (p.36). Lastly, Byram refers to the skills of the speaker. This factor is closely related to the factors that have been previously mentioned. Intercultural speakers should have two different sets of skills. To begin with, they have to be able to interpret and relate the information and the knowledge that they receive (p.37). Secondly, they must have the skill of discovery which will allow them to build up specific knowledge in situations that may be new to them (p.38). Therefore, if all these factors are present, one will be able to successfully interact in intercultural situations. If a speaker masters this competence, he or she will occupy a “third place” in intercultural communicative situations .

2.3.1. The ICC in the Educational Legal Framework

The significance of the intercultural communicative competence is reflected on the legal framework of education. More specifically, the value of this competence is shown in the Common European Framework of Reference for Languages (Council of Europe, 2001). In this document, it is explained that intercultural awareness and the skills that accompany it are essential to communicate (p.43). Therefore, to become plurilingual, interculturality must be fostered. Furthermore, interculturality is present in the general competences that a learner must acquire to enhance their communication (p.101). To begin with, it can be found in the competence ‘declarative knowledge’ or ‘savoir’ (p.101). This competence refers to both empirical and academic knowledge, and it is considered crucial for communicative situations to occur (p.11). Within this competence, one of the factors to take into account is ‘intercultural awareness “Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and the ‘world of the target community’ produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner’s L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers an awareness of how each community appears from the perspective of the other, often in the form of national stereotypes.” (p.103)

Therefore, this sub-competence mainly refers to the knowledge from one's own culture and the target culture that the learner must obtain in order to perform successfully in communicative situations.

2.3.2. The ICC in Language Teaching

The fact that English is the lingua franca (Turkan and Çelik 2007, p.18) means that speakers will use this language to communicate with people from other cultures. English has become the language of interaction with both English native speakers and speakers from other countries. For this reason, the ICC “is increasingly being promoted as a way to develop learners’ ability to negotiate meanings across languages and cultures and prepare them for living in a multicultural world” (Ho 2009, p.63). Several authors (Chlopek 2008; Ho 2009; Scarino 2010) have emphasized the significance of developing the ICC in the English language classroom to successfully communicate in intercultural situations. As Chlopek (2008) suggests, “Successful international communication is reason enough to introduce the intercultural approach into EFL classrooms” (p.12). Once it has been developed, the students will be capable of overcoming any cultural and linguistical barriers they encounter in future communicative situations. For this purpose, however, it is not enough to learn factual cultural knowledge. Choudhury (2013) underlines that this competence “is not so much about knowledge as about skills” (p.23). He explains that with the introduction of this competence students should be encouraged to not accept a fact without questioning it, to listen to the others and their values, to negotiate, and to avoid stereotyping (p.23). Students will be able to communicate only when they have internalised these skills.

It is essential to bear in mind that all students are different and have contrasting cultural perspectives. Some may have their own culture more defined than others. Consequently, “it becomes almost impossible to expect students to grow interculturally at the same rate” (Moeller and Nugent 2014, p.5). Some learners may have already developed prejudices which will make the understanding of other cultures more arduous. Nevertheless, it is the teacher’s responsibility to ensure that all students are making an effort to become aware of other cultures, even if they don’t agree with these (Chlopek 2008, p.18). Even if some students are slower, they should all be aware of the importance of the Intercultural Communicate Competence for successful communication. It is meaningful to develop this competence in the

classroom in order to achieve a successful international communication, even if students do so at different speeds.

As it is postulated in the skills developed by Choudhury (2013, p.23), if this competence is developed properly it can help students to not accept the perpetuated hegemonic discourse and to promote their own self-identity without being shaped by others. Teaching this competence will “permit learners to actively construct their own image of cultural phenomena” (Marczak 2010, p.9). Introducing this competence in the classroom aims at helping students to raise awareness against intolerance and prejudice. Intercultural communicative competence can be negatively affected by stereotypes since “the selectivity in our perception and interpretation produced by stereotypes and prejudice induces distortion and defensive behaviours” (Samovar, Porter, and Jain 1981, p.126). Negative stereotypes can even drive the student to prevent intercultural contact with interlocutors that are stereotyped (p.126). It is crucial, then, to encourage students to question the different discourses they are being introduced to and to eradicate all preconceived prejudices in order to communicate properly. Therefore, one of the aims of ICC should be to “sow the seeds of tolerance, acceptance, understanding, and respect.” (Chlopek 2008, p.12). When this competence is bolstered in the classroom and students start to question what they are told, it can help to eliminate stereotypes and to promote respect towards other cultures. They need to be encouraged to question but also to have positive attitudes towards people from diverse cultures and communities (Byram and Morgan 1994, p.7). If this is achieved, the intercultural communicative competence will be more effortless.

Furthermore, when teaching from an intercultural perspective, it is essential that teachers ensure that students do not neglect their own culture. As Marczak (2010) comments, the term ‘intercultural’ itself illustrates that this competence will deal with various cultures, not only the target culture (p.3). Intercultural teaching should be introduced in language teaching “without attempting to mimic the native speaker model of cultural behaviour” (p.6). It is important that in the classroom the teacher does not reject the students’ own culture in favour of the target culture. If students are only exposed to the target culture, they may adopt these new values as their own. An intercultural approach, therefore, “involves developing in learners’ critical cultural awareness of their own culturally-shaped world view and behaviours as well as the

skills and attitudes to understand and successfully interact with people from other cultures” (Ho 2009, p. 63). Therefore, in the classroom the activities to develop the ICC should not only

2.3.3. Approaches to Introduce the ICC in the Classroom

The ICC is such a complex concept that there is not a definite way to approach it in the language classroom. Regardless of its complexity, it should not be ignored. This competence “should be fostered at every stage of the English language learning experience” (Turkan and Çelik 2007, p. 24). Even though most authors focus on culture in the classroom, various scholars have specifically studied the introduction of this competence and proposed different strategies and materials to foster it. For instance, Moeller and Nugent (2014) offer five different intercultural activities that can be carried out in the foreign language classroom. These activities include a “culture online blog exchange” (p.9) and the study of proverbs (p.11), amongst others. However, I want to highlight one idea that I consider quite valuable. They propose that students document their transformation collectively (p.10). The idea is that at the beginning of a cultural unit the students share their preconceived ideas about the topic. At the end, they go back to these ideas and reflect on what they have learnt (p.11). The authors state that this type of activity is essential “to provide evidence of growth to students so that they can see the benefits of the intercultural process.”(p.10). This strategy is highly suitable to help students realise the importance of what is being developed in class. In this case, the intercultural competence. Furthermore, students will be able to become more self-aware and change possible negative attitudes that promote stereotyping.

Furthermore, several authors have not only put forward intercultural approaches, but they have also implemented these in the language classroom to analyse the results. In a case study carried out by Fernando Gómez in 2018, he worked on this competence by means of international news. In his study, four Colombian university EFL students, with an intermediate English proficiency level, were exposed to various authentic international news with controversial cultural issues (p.192). They had to read these texts by themselves and come to the scheduled sessions —four in total— with reactions to these pieces of news. As Fernando explains, “through the analysis of different news, they started to understand and discuss cultural ideologies, values, and beliefs and gradually became more reflective intercultural learners”

(p.193). In his findings, he realised that these students started to develop this competence thanks to these documents. They gained “new cultural knowledge about contentious viewpoints and behaviors related to race, segregation, domination, and religion as conceived by other groups different from their own cultural environment” (p.196). Therefore, with his study, Fernando proved that authentic materials such as international news are valuable for ICC.

In another article written by Marchis, Ciascai, and Saial (2008), they propose various activities with multimedia. By using these materials, the authors claim that students also develop their media literacy (p.41). While the authors do not explicitly claim that these activities have been designed for the language classroom, they can easily be introduced in language learning. The first activity focuses on the analysis of a picture to formulate the intercultural messages (p.41). Students will realise that different people perceive different messages, which will help to develop their understanding. Even though this activity is simple, it is a great introductory approach to this competence for the students. The second and third activities are similar but with different types of media: one with a picture and the other with a short film. The students are shown this media and are asked to reflect on it and to write a short dialogue related to these materials (pp.42-43). With this approach, the students will be able to identify the difficulties of thinking from another cultural perspective and will also understand other’s point of views. The authors carry out these activities in a real school classroom in Portugal and in a university in Romania (pp.43-46). They conclude that students have proved to have a good knowledge of intercultural issues and enjoyed working with different media (p.47). Therefore, there are various ways in which the ICC can be approached in the language classroom. However, for the purpose of this dissertation I will focus on the intercultural approaches with audio-visual media like this last one.

2.4. The Use of Authentic Videos for Intercultural Teaching

Despite the cultural richness of authentic audio-visual aids, not many scholars have explored the success of these materials in the paradigm of interculturality. However, it is not totally unexplored. For instance, Roell (2010) studied the advantages of using films for intercultural training. She explains that films can be excellent sources because they deal with different intercultural themes and even though they “cannot substitute for actual interaction with members of other cultures,

they can provide useful preparation for those encounters by fostering understanding and developing sensitivity” (p.3). These themes include topics related to culture representation (p.3) and patterns of behaviour (p.4). Therefore, as she explains, although it is not as advantageous as actual intercultural communication with other interlocutors, a film is a perfect item to develop this competence. With her article, she proves that an easily available material like a film is a very rich source for the intercultural competence. Film is the most popular authentic audio-visual aid to develop interculturality amongst scholars (Roell 2010; Chao 2013; Pandey and Ardichvili 2015; Yue 2019). Some authors have carried out studies to analyse the success of these materials in a real educational context.

For instance, Pandey and Ardichvili (2015) analysed the benefits of this tool to teach intercultural concepts in universities in the United States and India. They focused their research on the film *Outsourced* (2006). They considered that it was a useful example of intercultural differences between the countries that participated in this research (p.40). Even though the method differed between universities, all the participants had to take notes and hold discussions about the movie (pp.40-41). During the collection of data, the researchers analysed which themes had arisen from these activities and found that there were seven themes in common (p.41). The themes identified were: “awareness of cross-cultural differences, cultural stereotypes, culture shock and cultural adaptation process, high-context and low-context cultures, personal space and time orientation, cultural intelligence and intercultural competence, and effectiveness of the film in teaching cross-cultural concepts” (p.42). Therefore, with just one movie the researches helped students realise the cultural issues that were depicted. The students were able to identify the different topics, which would be beneficial for their interculturality in the future. Therefore, with their study, it is shown that film can be a useful resource to encourage students to discuss complex intercultural themes.

Another researcher, Yue (2019), also carried out a case study to analyse the effects of film in the language classroom in terms of interculturality. He carried out his research in China, with non-English major undergraduate students. He selected the Disney movie *Mulan* because it portrayed a Chinese folktale and their culture from a foreign perspective (p.199). This is an interesting approach, since one of the foundations of the ICC is the comparison between one’s own culture and the target

one (Byram 1997, p.32). With this movie, these students were presented with norms and values of their own culture, but with distorted representations due to the creators of the film being foreign. Therefore, when analysing the movie and these distortions, the students would most likely find it easier since it is familiar to them. The students were asked “to write about the film’s plot, their understanding of the film, and compare Disney version of Mulan with its Chinese counterpart” (Yue 2019, pp.199-200). This comparison is essential in intercultural learning. In the end, Yue agrees that films with diverse cultural elements are a beneficial tool for ICC (p.202). All in all, with this article he shows that allowing students to compare this tool with their own culture is crucial for the development of ICC.

Nevertheless, even though film is the most popular audio-visual resource, it is not the only one that can be used in the language classroom to improve intercultural skills. Other authors have explored the advantages of using authentic materials such as TV commercials. In his study, Velasco (2017) carried out three experiments. In the first activity, the only one with authentic video, he exposed 23 Japanese students to a Chinese detergent ad that had caused controversy and a video of American audience reacting to it. At the end of the viewing, they had to discuss these videos in small groups (p.165). The conclusion of this study was that intercultural activities were positively valued by the students in English language classes. These activities helped them “with opening the lines of communication cross-culturally while providing crucial opportunities to reflect on personal thought and opinions on a variety of topics” (p.168). They thoroughly enjoyed it and understood the impact that these activities had on their communicative skills.

Conclusion

Communication is conveying and receiving messages between two interlocutors or more. When doing so, the success or the failure of the transmission of the message depends on the understanding of the message itself. The ideas delivered need to be well said and well heard in order to consider our communication a successful one.

In this chapter, we tried to speak about culture and development of ICC. Also, we tried to mention the most important elements that need to be found in effective communication skills. Furthermore, we tried to talk about how to introduce ICC in classroom in order to make both learners and teachers aware of these phenomena.

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Introduction

This chapter presents the results of the field work and the interpretations of the gathered data. It aims to investigate the use of authentic audio-visual materials and its role in developing students' Intercultural Communicative Competencies (ICC). The third chapter was conducted to presents and analyze the results that was token from both teachers' and students' answers on the distributed questionnaires. It was specified to the first year LMD level at Biskra University, it was seeking for the impact of using those materials as facilitating tools in the teaching-learning process at this level. Moreover; it shed light on the students' and teachers' points of views about the effects that it implies on the communication level at this level, also we maintain to clarify the EFL teachers' opinion about the relationship between using the authentic audio-visual materials and the students' exposure to real-life contexts and language.

The used tools were two questionnaires that were distributed to a sample from first year EFL students at Mohamed Kheider Biskra University. To raise the credibility of our research, we have made two questionnaires, one was directed to the EFL teachers while the other was for the first year students and both of them were in Biskra University.

A. Analysis and interpretation of the students' questionnaire

1. Research design

3.1.1. Aim of the questionnaire

This questionnaire aims at gathering information about students' attitudes and opinions towards the role of using authentic audio-visual materials in developing their intercultural communicative competencies (ICC). Also, through it we want to investigate the students' point of views about the authentic audio-visual materials impact on their learning process and shed light on the most common difficulties that face them while using those materials. As our case is First Year LMD students, the sample in this research is taken from this category of learners in the English branch at Mohamed Kheider Biskra University from the whole population.

3.1.2. Questionnaire administration

The questionnaire was administered during the second semester of the academic year 2021-2022 at Mohamed Kheider Biskra University; it was handed out to a sample of ninety (90) of the first year EFL students. When the students were answering, the researcher was there to clarify any ambiguity for them. Also, she was ready to explain the difficult questions. In spite of all these facilitating factors, some students did not finish the answers to some questions.

3.1.3. Description of the students' questionnaire

Again, this questionnaire was presented to the first year EFL students of the English branch at Mohamed Kheider Biskra University in order to collect the necessary data that would help us to accomplish this research. The questionnaire was a combination of closed-ended questions which gave us direct answers with 'yes' or 'no' choices and multiple choices ; with open-ended questions which were telling more details about the students' perspectives and ways of thinking by explaining the reasons to justify their answers. The presented questionnaire was divided into three sections, each one has its' own objectives.

The first section was about personal and background information of the students. It consists of four questions (from item 1 to item 4), which show us the students'

gender (question 1), age (question 2), their choice of studying English (question 3), the reasons that made them choose to study English (question 4).

The second section was about the role of using authentic materials for the EFL students which starts from item 5 to item 9. This section was purposely designed to identify the students' point of view of the use of authentic audio-visual materials in the EFL classes. In this section we wanted to know whether or not they use them, which type (s) of materials they use and the difficulties that face learners to understand them. Also, in this section we search for students' opinion about the role of using authentic audio-visual materials in language classes.

The third section is devoted to the development of EFL students' intercultural communicative competence. It starts from item 10 to item 14. This part of the questionnaire was designed to investigate the students' perceptions about the four skills, their rating, development, difficulties and the modules that might help them to make progress in the field of intercultural communicative competencies.

3.1.4. Limitations of data collection

The questionnaire was distributed to only ninety EFL students out of the whole population of 350 first year LMD students in the period of Covid-19 health measures. There were many difficulties concerning the response of the students towards that questionnaire where many students did not interest to answer it and others were answering only the closed-ended questions, what made us repeatedly redistribute other copies of the questionnaire.

1.1 Analysis of the Results

1.1.1. Section one: Background Information

Item 1: Gender.

Options	Frequency	Percentage
Male	15	16.66%
Female	75	83.33%
Total	90	100%

Table1: Student's Gender Distribution.

This result demonstrates the respondents' gender. It is noticed that the males' and the female's numbers are with considerable differences in percentage. As it is shown in the above table, the number of females which is 75 (83.33 %) and the number of males is 15 (16.66%); this means that females are still representing the majority in the English branch in Biskra University.

Item 2: Age.

Age	Frequency	Percentage
Less than 25	87	96.66%
25-30	3	3.33%
More than 30	0	0%
Total	90	100%

Table 2: Students' Age Distribution.

According to the results of the age distribution, we can deduce that the overwhelming majority (97 %) of first year EFL students (included in the sample) are mature enough and share the same learning experience. So, mature learners are considered as a help for the teacher because they contribute in creating a healthy learning atmosphere.

Item 3: You study English Because of:

Reason	Frequency	Percentage
Your own choice	78	86.66%
Your parents choice	4	4.44%
Someone's advice	8	8.88%
Other	0	0%
Total	90	100%

Table 3: The students' Reasons of Choosing to Study English.

We remark that the majority of the students (86.66 %) have chosen to learn English by their own personal choice, and 8.88% where someone's advice. While only 4.44 %, which is the lowest percentage, who were obliged to choose it because it was imposed on them, by their parents. This is to show that students are given the opportunity to make their own choices and parents do not always interfere in imposing their choices on their children.

Item 4: Why you choose to study English at University rather than other languages? (You may choose more than one answer)?

Choosing to study English at university	Frequency	Percentage
Needs for communication	30	33.33%
Needs for future job	46	51.11%
Needs for traveling	4	4.44%
Becomes universal language	10	11.11%
Total	90	100%

Table 4: Choosing to Study English at University.

According to the result of the fourth item, we can deduce that (51%) chose English rather than other language for their future jobs, and (33%) of them where for their communication needs. Also, (11%) who chose English because it's universal

language. While (4%) this is the lowest percentage, which they chose it for traveling. This is to show that students are given the opportunity to their future jobs.

3.1.4.1. Section two: The use of Authentic Audio-visual Materials.

Item 5: Do you know what is meant by authentic audio-visual materials?

Options	Frequency	Percentage
Yes	54	60%
No	36	40%
Total	90	100%

Table 5: Know What is Meant by Authentic Audio-visual Materials.

The sixth item is meant to discover students' perception and opinions about the meaning of authentic audio-visual material. Fifty four percent (54%) of first year EFL students have claimed that they know it, while 40% of them deny.

Item 6: Does your teacher use authentic audio-visual materials in the class?

Options	Frequency	Percentage
Yes	78	86.66%
No	22	24.44%
Total	90	100%

Table 6: The Use of Authentic Audio-visual Materials in the Lectures.

The sixth item was to figure out the familiarity of using authentic materials by the teachers in the English branch of MKBU while they are lecturing. Eighty-six point sixty-six percent (86.66%) of first year EFL students have claimed that their teachers do use authentic materials in their classes while, 24.44% of them deny that they use authentic audio-visual materials in their classes. So, we can say that most of the teachers have found the use of authentic audio-visual materials in their classes

interesting. So, both teachers and learners are interested in authentic audio-visual materials.

➤ **If yes, what is the common one?**

Type of the materials	Frequency	Percentage
Book	5	5.55%
Video	45	50%
Magazine	3	3.33%
Songs	35	38.88%
Total	90	100%

Table 7: The Common Authentic Audio-visual Materials Used in Classes.

This item looks for investigating the types of the used authentic materials by the EFL teachers while lecturing. As the respondents were given more than one option, the results of their answers varied. The most dominant authentic audio-visual materials used, as their answers show, are the songs where 45 (50%) students have chosen them as the most used materials while studying. The second highest rate was 38.88% which was given to songs were their answers as a used material by their teachers. Additionally, 5.55 % of the students claimed that books were used by their teachers frequently. While only 3.33 % of the students stated that magazines were used as authentic materials in the EFL classes. Finally, just two students said that there are other materials that were used by their teachers which are data shows and the movies. It seems that educational videos and songs are the mostly used in language classes.

Item 7: Does learning become interesting if the teacher uses authentic audio-visual materials.

Options	Frequency	Percentage
Yes	90	100%
No	0	0%
Total	90	0%

Table 8: The Use of Authentic Audio-visual Materials Become Interesting.

All the participants (100%) reported that the class becomes very interesting when the teacher uses such inputs. We suppose that this choice is legitimate because of the help and the in-going procedures (methods, techniques) that really facilitate the way to get the information better and been motivated.

➤ **Justify your answer:**

The majority of them assert that they become more motivated, excited, and involved in the entire lesson, as they are involved in enhancing their speaking skill, accent, and providing a wide range of vocabulary. They claim that learning with authentic audio-visual materials create a healthy and adequate atmosphere to learn and perform better in the classroom. They further add that they can retain more using aids that can hear and see as videos and audio-tape. This reflects the capacity of bridging both students' learning styles with authentic audio-visual materials to fit learners' needs.

Item 8: How often do you use these materials while studying English?

The frequency of using authentic audio-visual materials	Frequency	Percentage
Always	9	10%
Sometimes	69	76.66%
Rarely	10	11.11%
Never	2	2.22%
Total	90	100%

Table 9: The Frequency of Using Authentic Audio-visual Materials While Studying.

This item was designed to investigate the regularity of using authentic audio-visual materials while studying English. The result were different 71 (78.88%) student asserted that sometimes they use these materials .Whereas 11.11% of students reported that they rarely use it. Also, 10% of them notify that they always use them. Finally, only 2 students claimed that they never use authentic audio-visual materials. So, we may conclude that the biggest part of our first year EFL classes use authentic audio-visual materials.

Item 9: Do you Prefer Using Authentic Materials While Studying English?

Options	Frequency	Percentage
Yes	80	88.88%
No	10	11.11%
Total	90	100%

Table 10: The Students' Preferred Choice of Using the Authentic Materials.

According to the above results, 80 % of the questioned students declared that they prefer to use authentic materials while studying English. The rest of them (20 %) claim that they do not like to use them in their learning process. It can be deduced that a large number of second year EFL students have a tendency towards the use the authentic materials during their English classes.

3.1.4.2. Section three: The Developing of Intercultural Communicative Competence**Item 10: Do You Consider Yourself Active or Passive in the Learning Process?**

Student's personality	Frequency	Percentage
Active	65	72.22%
Passive	25	27.77%
Total	90	100%

Table 11: The Students' Choice Towards of the Learning Process.

The question above was submitted to the first year students to be answered honestly about if they consider themselves as active or passive in the learning process. The results were as it was expected that most of the EFL students (72%) consider themselves as active learners. Conversely, 28% of them consider themselves as passive in their learning process.

➤ **Justify your answer, please:**

In both cases, we asked them to justify their answers, which unfortunately almost half of the students did not; the justifications were different for the ones who did clarify their choice.

The ones who have answered that they are active learners, who represent the majority, gave the following reasons:

- They love this foreign language.
- They speak as native speakers.
- They are good communicator.
- Also, being active learners permits them to understand more the learnt subjects and motivates them to enhance their four skills' levels.

The second category who claimed that they consider themselves just passive learners, have also given their reasons:

- They suffer from shyness problems (learning anxiety).
- They have become accustomed to being just receivers (receptive learners).
- They do not like to speak too much.
- There are no motivated subjects to speak about; so, they prefer to be silent.

Item 11: Which Skill Do you think that is Most Important to be a Professional Communicator?

The skill	Frequency	Percentage
Speaking	60	66.66%
Reading	21	23.33%
Listening	5	5.55%
Writing	4	4.44%
Total	90	100%

Table 12: The Learners' Views on the Most Important Skills in the Communication Process.

This question searches for specifying the students' point of view of the most important skill they think that make them professional communicators. Among the four skills, 66 % of the students selected the speaking skill as the most important one. While twenty one students (23%) see that the reading skill has greater importance. Furthermore, the listening skill was classified by 5 % of the students as the more important skill among the others. Where the writing skill was selected 4 % as the first skill that matters amongst the other ones.

Finally, we may say that first year EFL students are more attracted to the speaking skill which shows that they want to express themselves more.

Item 12: What are the Difficulties that Face You While Communicating in English?

The difficulties that face students while communicating	Frequency	Percentage
Pronunciation	20	22.22%
Lack of vocabularies	51	56.66%
The structure of the sentence	19	21.11%
Other	0	0%
Total	90	100%

Table 13: The Difficulties that Facing Students While Communicating in English

The above question was purposely asked to the ninety EFL students to be able to recognize the most common difficulties that face them while communicating in English. Fifty one of the questioned students have answered that the most significant problem facing them is the lack of vocabulary, whereas, 22 % of them see that they have difficulties in making pronunciation correctly. Additionally, 21 % of the students see that they have difficulties in making a correct structure of their sentences.

Consequently, we may say that the majority of our EFL students are suffering from poor English vocabulary. While the pronunciation and the structures of the sentences have less position in the students' perception to be excellent communicator in English.

Item 13: Which Modules do you think that may Develop Your Communicative Proficiency?

Module	Frequency	Percentage
Orale Expression	46	54.44%
Writing Expression	25	27.77%
Grammar	6	6.66%
Phonetics	10	11.11%
Other	0	0%
Total	90	100%

Table 14: The Modules That Might Develop Students' ICC.

According to the students' answers, 54 % of them have affirmed that oral expression is the main module that would help them develop their Intercultural Communicative Competence. Also, 27 % of the students' selected Writing Expression module which make them promote their levels of communicative proficiency. While, ten students (11%) choose Phonetic module. Finally, only 6 % of the results have shown that Grammar is the lecture that helps students develop their Intercultural communicative competence.

Item 14: Do You Think That Using Authentic Audio-visual Materials Will Enhance Your Intercultural Communicative Competence.

Options	Frequency	Percentage
Yes	90	100%
No	0	0%
Total	90	100%

Table 15: Does the Use of Authentic Audio-visual Materials Will Students' Develop ICC.

All the respondents agreed that using authentic audio-visual material will develop and enhance their Intercultural Communicative Competence.

We suppose that this choice is legitimate because of the help and the in-going procedures (methods, techniques) that really facilitate the way to get the information better.

B. Analysis and Interpretation of The teachers' Questionnaire

3. The Teachers' Questionnaire Design

3.1. Aim of the Questionnaire

The purpose of the teachers' questionnaire is to shed light on the role of using authentic audio-visual materials in developing first year student's Intercultural Communicative Competencies. Also, it is aimed to know what if the authentic audio-visual materials are used in the learning process or not. Furthermore, we sought to clarify the difficulties that face the first year EFL students of MKBU in the communication as a way of learning from the teachers' point of view.

More importantly, the presented questionnaire attempt also to investigate the suitability of the chosen authentic audio-visual materials to the learning objectives.

3.2. Questionnaire administration

The questionnaire was distributed to ten (10) teachers of English who teach written and oral expression, applied linguistics, discourse analysis and reading at the English division at MKBU, all of the teachers had handed the questionnaire back. The questionnaire is a mixture of both open-ended and closed-ended questions, which helped us to finish our research with more information about the students' attitudes and abilities from the teachers' perspectives.

Moreover, the questionnaire is looking for the teachers to give their qualifications, their techniques and methods and the authentic audio-visual materials that they use while teaching the EFL students and what methods they use to teach their students, also we seek to know the most difficulties and problems that face them while implementing their lectures.

3.3. Description of the Teachers' Questionnaire

As we have stated before, the teachers' questionnaire was distributed to ten (10) EFL teachers of oral and written expression also it was handed to the teacher of discourse analysis and reading of Mohamed Kheider Biskra University. All the papers were answered anonymously and returned, with helpful information and suggestions to accomplish this research.

The presented questionnaire was a combination of two kinds of questions in order to give more opportunity to the teachers to answer them; we have chosen variant types of questions that would help us to collect information over a sustained period of time. The questionnaire were composed of open-ended and closed-ended questions, also we have a combination of an open-ended and closed-ended questions that allow teachers to tick and explain their opinions for more details as experienced university teachers about the role of using authentic audio-visual materials in developing the students Intercultural Communicative Competencies which will enforce our results of the research. It consists of three main sections; each one has its own objectives that would complete our research with more beneficial results.

The primary section was about background information of the teachers. It contains of three (3) questions (from item 1 to item 3); it aims to identify the teachers' gender, the held degree, their experience as university teachers.

The secondary section was related to our first variable which is the role of using authentic audio-visual materials in EFL classes. It starts from the four (4) item to ten (10). This section was consciously presented to the EFL teachers to examine their perceptions and opinions towards the use of authentic audio-visual materials in their lectures.

Moreover, it investigates the regularity of using those materials and the way that they using the authentic audio-visual materials (item 6 and item 7). Furthermore; the items 8 and 9 are chosen to clarify the way that the EFL teachers choose the authentic audio-visual materials and the difficulties that faced them to do so, also we mentioned if the time allocated to English courses is enough to have the chance to use those materials. The last item (10) was conducted to collect the teachers' point of views about the effects of using and applying the authentic materials while teaching English courses on their first year students.

The last section is mainly concerned with developing EFL students' communicative proficiency. The items are starting from fourteen (11) to the nineteenth (15) item.

This part of the questionnaire was devoted to clarify the teachers' perspectives about their students' levels of communication as a first year learners (item 11); their awareness about the communication notion (item 12) and the used teaching methods while performing their lectures (item 13), while in the 14th item, we tried to concentrate on the teachers' point of views about the using of authentic audio-visual materials.

The last item (15) was an offered chance for the questioned teachers to provide us with some of their experience about how to develop the first year EFL students' Intercultural Communicative Competencies.

3.4. Data Collection Tools

The questionnaire was distributed to ten (10) of the first year EFL teachers at MKBU. There were some difficulties concerning the answers, where some of the teachers ignored to answer some open-ended questions and did not provide the needed justifications; this is what made our analysis more difficult.

3.4.1. Section one: Background information

Item1: Gender?

Options	Frequency	Percentage
Male	6	60%
Female	4	40%
Total	10	100%

Table 16: Teachers' Gender distribution.

The first item was devoted to identify the EFL teachers' gender at the University of Mohamed Kheider at Biskra where 60 % of the respondents answered that they are males; while only 40 % of those teachers are females.

In spite of the male majority, this has led to any discriminatory acts in our branch; in contrary this has created an excellent atmosphere between the teachers where they always collaborate and help one another.

Item2: What Degree (s) Do You Hold?

The hold degree	Frequency	Percentage
License	0	0%
Magister	7	70%
Doctorate	3	30%
Total	10	100%

Table 17: The Teachers’ Qualification.

From the above obtained results, we may say that the majority (70 %) of the EFL teachers at Mohamed Kheider Biskra University hold the magister degree as a qualification; whereas, only one teacher (30 %) holds a Doctorate in ‘Applied Linguistics’.

So, even though the number of Doctors in the English branch is limited, all teachers are working very hard to meet the needs of their students. Again, those teachers are completely dedicated.

Item 3: How Many Years Have You Been Teaching English at the University?

Experienced Years	Frequency	Percentage
Less than 5 years	2	20%
Less than 10 years	3	30%
More than 10 years	4	40%
Total	10	0%

Table18: Teaching Experience.

According to the results of the table above, we notice that the length of experience of the teachers is accepted, to some extent. The 30% of the teachers who declared that they have been teaching English as a foreign language for less than ten (10) years represent a good experience for students to take advantage of.

Also, the other 20% of the teachers who have been teaching for less than five (4) years at the university level represent a good thing and as they are still young they will acquire more experience in the near future. For there are many answers about the experienced years that every teacher has taught.

Another excellent category of long experienced teachers (40 %) who have been teaching for more than ten (10) years represent a good advantage for both inexperienced teachers and the students.

3.4.2. Section Two: The Role of Using Authentic Audio-Visual Materials in EFL Classes.

Item4: What are the most Common Authentic Audio-visual Materials that have You Used When Performing Your Lecture

Teacher's choice	Frequency	Percentage
Books	4	40%
Magazines	2	20%
Videos	8	80%
Songs	6	60%
Articles	4	40%
Total	10	100%

Table 19: Types of Authentic Audio-visual Materials Chosen in Teaching English Language.

For this item, we aimed to specify the most common authentic audio-visual materials used by teachers in the English branch at Biskra University. We have to point out that the results and the percentages will not be regular because the question was not restricted with one answer only.

The most chosen authentic audio-visual materials were the videos, where 80 % of the teachers' have insisted on in their answers; whereas, 40 % of the teachers have declared that both books and articles are the most used materials.

Also, 60 % of the teachers claim that the most used materials is songs. While only 20 % of the EFL teachers have stated that they use articles and magazines as authentic materials when performing their lectures.

Item5: Do you Prefer Using Authentic Materials Inside Your Classes?

Options	Frequency	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 20: Teachers' Preference in Using Authentic Materials in their Classes.

The fifth item is about whether or not they prefer to use authentic audio-visual materials inside their EFL classes. The entire teachers (100 %) have declared positively by answering the “yes” choice. These results enable us to say that the EFL teachers are aware about the importance of the use of authentic audio-visual materials in the teaching process.

➤ **If yes, is it because you want to:**

The reasons	Frequency	Percentage
Expose your students to real life	8	80%
Motivate your students	6	60%
Improve student's Intercultural Communicative Competence	9	90%
Total	10	100%

Table 21: The Reasons that Made Teachers Like to Use Authentic Audio-visual Materials.

The above item was aimed to specify the reasons behind the teachers' preference to use the authentic audio-visual materials while teaching English. Three choices were given by the teachers where they were free to choose more than one option. The most chosen one was the studied subject which is improving students' Intercultural Communicative Competence by 90 % who have made it as the main reason to use authentic audio-visual materials while teaching. Whereas, 80 % of them have reported that to expose their first year EFL students to real language is the reason behind their choices of authentic audio-visual materials. While 60 % of the same teachers have stated that they do use authentic audio-visual materials while teaching EFL classes because they motivate their students.

As a result to these interpretations, we are able to say that the main reason of using authentic audio-visual materials in the first year EFL classes is to develop the students' Intercultural Communicative Competence.

Item6: How do you select these materials?

Through this item, we aimed to know the main criteria teachers focus on to select their teaching materials. Most of them reported that they focus mainly on the subject matter and the learners' needs and styles. Four teachers stated that it depends practically on the type of the tasks presented .while, six (6) of them claimed that the

selected material should be reliable and related to the topic and contains real life situations students can meet outside the classroom.

Item 9: how do you use them?

This item is considered as a follow-up question of the previous one; which meant to show the EFL teachers' readiness, way of using, and integration of the authentic audio-visual materials as supporting aids in their teaching process. We would mention that one teacher skipped over this item, whereas, other two teachers have answered very briefly this although it is an open-ended one.

The obtained results were very helpful for our research topic because of the variation and different point of views of the teachers; we would present them as follows:

- The first teacher has said that, as far as his course is concerned, s/he usually uses videos or articles in order to analyse the materials through different classroom activities and tasks, such as: group discussions and outdoor research works.
- Other opinions of two teachers, which were very brief, show that they bring the texts or the videos (listening tasks) and ask their students to read and watch those authentic audio-visual materials; after that they start asking questions about these materials and dictate on them the obtained information
- A further opinion about how to use authentic materials was that, the teacher should make a warming-up where the topic or the material is introduced indirectly to the students. During the projection of the video, s/he gives the opportunity to the learners to watch it more than once then a discussion has to take place where most of the students speak about the content of the material guided by the teacher. Finally, the last stage that must be done is practice; where the students answer the questions that have been asked about the video, using the new vocabulary learnt from or reproduce a scene or a dialogue to check their understanding the native speakers' accent and culture. But, when the authentic audio-visual material is a text, the teacher has to involve all the learners in a class discussion about it through answering comprehension

questions. Here/His students will have the chance to practise their pronunciation.

To sum-up all these opinions, we would say that the majority of EFL teachers are reluctant to use authentic audio-visual materials as a result of their positive effects on first year EFL students' level of Intercultural Communicative Competence.

Item 8: Is the Time Allocated to the English Courses Enough to have the Opportunity to Use Authentic Materials?

Options	Frequency	Percentage
Yes	3	30%
No	7	70%
Total	10	100%

Table 22: The Sufficiency/Insufficiency of the Time Allotted to the English Courses.

According to the results obtained, we noticed that (30%) of the teachers declared that the time allocated to using authentic materials in classes is quite enough whereas, while (70%) of them has said that it is not enough.

For those who found it enough, may be they are able to manage their time appropriately whereas the others they may waste their time in some unnecessary additional pieces of information that can be understood in their context without devoting for them too much time.

Item9: Do You Face Difficulties in Teaching Using these Materials? If yes, How Do You Deal With it?

Options	Frequency	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 23: Difficulties Face by Teachers while Using Authentic Audio-visual Materials.

All the interviewees pointed out that they usually face difficulties in selecting the material since they contain difficult, too complex, and unfamiliar language that learners can possibly understand and cope with. They stated that native speakers speak too fast and delete letters which cause difficulties for both teachers and students to understand. However, all teachers reported that this material is the real and the best source for language inputs.

In spite of all these difficulties in using authentic material in teaching other cultures, teachers pinpointed its huge advantages which outweigh its shortcomings. Teachers further stated that they try to eliminate all the factors that can cause problems for students through explaining beforehand all the new lexis clarify meanings of new concepts and select the easiest material that can be understood.

Item 10: From Your Own Experience as a Teacher of English, What Would the Use of Authentic Audio-visual Materials in EFL Classes Add to Your Student?

In the 10th item, we asked teachers to give us their own experienced points of view about the effects of using authentic audio-visual materials on their first EFL students. They have answered as follows:

- Teachers (1), (2) and (3) have declared that their first year EFL students will be exposed to the real-life context (language and culture), and they will be able to practise it, which would enhance their vocabulary and pronunciation level with a high motivation especially, when two modalities are used like in the videos (listening and watching.)
- Two teachers have spoken briefly about the effects of using authentic materials on their EFL learners by saying that it raises their credibility, level of curiosity, motivation and adaptability , attract their attention , and expose them to native culture.
- Another teacher has claimed that his/her students will acquire the natives' pronunciation; moreover, they would be more motivated and eager to learn this foreign language. Also, s/he asserted that they will not be reluctant and bored while learning English
- Other two teachers declared that those materials will improve their student's mastery of the target language in real context, and develop their communicative skills.

- Also, not far from the previous answers, the ninth teacher has specified the effects of using authentic audio-visual materials on his/her EFL students by saying that they enhance learners' motivation and interest with big attention to specific topics by improving their critical thinking towards the four skills. Moreover, authentic audio-visual materials could be used by them as a reference for good and perfect pronunciation, accent, stress, word use and language structure. That is why we would conclude by stating that authentic audio-visual materials are the accelerator when they are related to the students' Intercultural Communicative Competence (ICC).
- The last answer was similarly stated to the other teachers' ones, which confirmed that using authentic audio-visual materials while learning will persuaded the first year students to focus, take part in the discussions and share their ideas. Furthermore, they will overcome the anxiety problem, at the same time have the opportunity to correct some spelling and pronunciation mistakes and also help them to acquire new vocabulary items.

3.4.2. Section three: The Developing EFL Students' Intercultural Communicative Competence.

Item 11: How do you evaluate first year EFL students' level of communication?

Options	Frequency	Percentage
High	0	0%
Average	9	90%
Above Average	0	0%
Low	1	10%
Total	10	100%

Table 24: The Teachers' Evaluation of Their First Year Students' Level of Communication.

From the obtained results, it is clear that the overwhelming majority of teachers (90%) find their first year EFL students' level of communication quite average. Also,

this shows that teachers are aware of their students' learning difficulties and are doing the needed efforts to alleviate them.

Item 12: Are They Aware about the Importance of Communication Notion?

Options	Frequency	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

Table 25: The Teachers' Opinion about the Students' Awareness of the Importance of Communication Notion.

This item was chosen precisely to know the first year EFL teachers' opinions about their students' awareness when it comes to the importance of the notion of communication. The answers were as follows:

- 60 % of the teachers approved that first year EFL students are aware of what it implies that they are completely conscious about its importance in the learning process
- 40 % of the teachers claimed that their EFL students do not rely on the importance and the significance of the notion communication. This is an opportunity for those teachers to make more efforts to show their students the importance of this educational component.

Item 16: Which Method Do You Choose When Performing Your Lectures?

Teachers' Method	Frequency	Percentage
Audio-lingualism	0	0%
Communicative Language Teaching	10	100%
Grammar Translation	0	0%
Total	10	100%

Table 26: The Method Used by the EFL Teachers While Performing the Lectures.

According to the obtained results, all the teachers (100 %) chose the communicative language teaching approach. We suppose that this choice is legitimate because of the help and the in-going procedures (methods, techniques) that really facilitate the way to get the teachers' objectives and aims.

Also, they think that the first year EFL students of the English branch at MKBU have gone far away from the audio lingual controlled activities and the old-fashioned grammar translation method.

Item 15: Would You Recommend the Use of Authentic Audio-visual Material for Building Students' Intercultural Communicative Competence (ICC)?

Justify?

Options	Frequency	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table27: Teacher's Recommendation about the Use of Authentic Audio-visual Material.

The results showed that all the teachers highly recommended authentic audio-visual material for developing students' Intercultural Communicative Competence (ICC) because it is considered a fundamental tool to motivate students to learn and interact appropriately using the target language. They have answered as follow:

- Three teachers have clarified that it's improve their students' learning and enhance their communicative skill, and raise their consciousness about the target culture , teaching them more than vocabulary .
- Another tow teachers claimed that authentic audio-visual materials gives an opportunity to students to explore other daily use of language and how native speakers act in natural setting.
- Teacher 6, 7, 8, and 9 have declared that this materials expose students to how native speakers / learners in real life situation. They ca, learn how vocabulary (idioms / slangs) are used. Also, they claimed that students can learn different English accent and see how stress and intonation are correctly used.
- The last answer was similarly stated the other teachers' ones , which recommend the use of authentic audio-visual materials because it's motivating , authentic , and raising students' awareness about the target language

Item 19: would you Please, Provide Us with Some Suggestions about How to Develop the Students' Intercultural Communicative Competence at the Level of First Year EFL Students?

The last item (15) of this questionnaire was an open question that permits us to gather suggestions and opinions of the same EFL teachers concerning the methods and ways that would develop the first year EFL students' Intercultural Communicative Competence (ICC).

These suggestions are summarized in these points; we would mention that all teachers were pleased to thank the researcher on her work.

- The first teacher has mentioned that the use of authentic audio-visual materials can be very effective; however, the problem of overcrowded classes (is it possible to achieve certain tasks with 35 students in the same classroom?) should be solved beforehand.

- The second teacher has claimed that authentic audio-visual aids are important steps s/he works with in the class for the sake of motivating students and make them understand all the explanations.
- Another two teachers stated that using learning strategies (communicative) in the teaching process varying the topics and the tasks.
- Another three teachers sees that the students need to improve their level by their own practice of the language by enhancing their abilities in the four skills (reading, writing, speaking and listening).
- Furthermore, one teacher asserted on that in order to develop the students' Intercultural Communicative Competence (ICC), they should form sub-groups to discuss matters that are related to their field using the target language. This will help the first EFL students to learn from each other, and be able to apply metacognitive strategies (depending on plans) to develop their speaking abilities.
- The last two teachers declared that should encourage students to watch movies /listen to songs , and watch products , also encourage the, to extensive reading of different styles and chatting with natives on social media .

As final result of this last item, we can say that EFL teachers are conscious about the great role of using authentic materials on the second year EFL students' communicative proficiency.

As a conclusion of this part, we are able to say that the teachers of the English branch are really conscious about the important role of using authentic materials in their EFL classes. Not only that, they are totally aware of the positive impact they will have on the second year EFL students' communicative proficiency.

Discussion of findings

The findings of this study revealed that teachers have positive attitudes towards the use of authentic audio-visual material in teaching other cultures and building ICC since learners need innovative and easy effective communication tools that give them the ability to discuss different themes. Teachers believed that such material bring variety to lessons, increase students' motivation since they learn what they

experience and get through their daily life. Such material is highly recommended for building intercultural communicative competence as they help.

For students' questionnaire, we can say that the first year EFL students of Mohamed Kheider Biskra University are aware about the importance of communication in their learning process; also they know the role of using authentic audio-visual materials during their journey of learning English. The students of first year do realize the significance of using the authentic audio-visual materials to the development of their ICC.

Conclusion

In the third and the last chapter for this research, we discussed the field work of this study. Initially, we have made a theoretical background for the methodology that we have followed to gather the needed information for this research. The tool that was used is a questionnaire for both EFL teachers and students at the level of second year in the English branch at Mohamed Kheider Biskra University; the obtained data was analyzed descriptively, discussed and interpreted in the last section of this chapter.

This chapter was presented in order to confirm the suggested hypothesis at the beginning of this research, which was positively affirmed at the end of it.

Recommendations

Based on the above discussion, some focal recommendations are highly required in order to raise both students and teachers' awareness about the effectiveness of incorporating of authentic audio-visual material to develop intercultural communicative competencies (ICC). Firstly, teachers should always start with a needs assessment through identifying students' learning styles, needs and goals. They have to think of some diagnostic tests at the beginning of the academic year to have an idea about their learners' styles, levels and prepare some questions at the end of each session to gauge their understanding and grasping.

- Teachers should be trained by experts to use and exploit the new technologies.
- Rising both teachers and students awareness about the great impact of integrating different authentic audio-visual material teaching intercultural communicative competence.
- Rising teachers' awareness about the necessity of intercultural communicative competence.
- Integrating a specific module to teach intercultural communicative competence.
- The need for adaptation of the latest means of communication by teachers to facilitate not only culture teaching but also language acquisition as a whole.

As a conclusion, we are able to say that the best way to develop the EFL students' ICC is to choose the most appropriate useful methodology, and careful picking of the authentic audio-visual materials that would be presented while the lecture.

Moreover, these genuine materials must be selected according to the objectives of the lectures, the students' needs, and their level also must be taken into consideration.

Finally we would like to emphasize on that teachers must focus more on the type of tasks and messages that would be delivered by their EFL students and contribute in their Intercultural Communicative Competence development

Conclusion

During the previous years, teachers and researchers have become aware of the way of teaching and presenting their lectures; they started to be more interested in the authenticity of the used materials. Those materials are needed to be used in the teaching process, especially when they help in developing the ICC of the EFL students.

The intercultural communicative competence has always been the goal of every language classroom wherein instructions are geared toward the components on organizational, pragmatics, systematic and psychomotor (Brown, 1994). He also declared that the ICC of the EFL students will be developed while using the authentic audio-visual materials rather than the artificial ones, and extend their viewpoints about the language studied during their lectures. Furthermore, it increases the level of their efficiency and fluency.

Intercultural Communicative Competencies (ICC) is not restricted to one skill only; but with the four skills: writing, reading, speaking, and listening. When the students achieve those skills, they will easily develop their proficiency in the use of the English language.

The use of authentic audio-visual materials in the teaching/learning process will help both teachers and students to be more involved and active inside the EFL classrooms, because of the positive interaction and right instructions and information gathered from its use.

In the first chapter we intend to define and explain the different authentic audio-visual materials and their influence on the EFL learners' ICC, this is what has been clarified in details; to show the positive effects on the students' abilities and capacities that would be motivated, developed, and be more engaged with the natives' real language.

While in the second chapter, the goal is to identify the term communication and the approach that implement it in the teaching-learning process. To show all the elements of the communication we have spoke about the communicative competencies as the first notion, than we have defined the ICC as a newest teaching approach. Also, we were pleased to mention all the problems of communication and how to make an effective communication and its types.

The third chapter was devoted to the practical implementation of the theoretical part. In order to have the juice of the research, we have analyzed the gathered data from the two questionnaires that were distributed to both first year EFL teachers and students. Furthermore, the findings have affirmed the research hypothesis that stresses on the advantages of using authentic audio-visual materials in the EFL classes on the students' ICC.

The obtained results showed that the first year students were more motivated when they were exposed to the authentic audio-visual materials as resources of information about the target language. Moreover, the results have clarified the differences among the authentic audio-visual materials effects, goals, and advantages.

Furthermore, the EFL teachers need to be more selective when it is related to the authentic audio-visual materials that they would use while they teaching EFL classes and the more important thing is that they must consider their learners' needs and interests to achieve successful language teaching.

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Students' Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire as a part of a dissertation entitled "The Role Authentic Audio-visual Materials in Developing Intercultural Communicative Competence". Your answers and opinions will help us to accomplish this project. Therefore, would you please put a tick (✓) behind the appropriate answer or give your own when it is needed. Be sure that your answers will be anonymous and will be used for research only.

Thank you for your time, effort and collaboration.

Bourannane Chahinez.

Master 2

Researcher

Section I: Background Information:

1. Gender.
 - a) Female
 - b) Male
2. Age.
 - a) 18-25
 - b) 25-30
 - c) More than 30
3. You study English because of ...
 - a) Your own choice
 - b) Your parents choice
 - c) Someone's advice

➤ If other, please specify.

.....
.....

4. Why you choose to study English at University rather than other languages?(
you may choose more than one answer)
 - a) You need English for communication.

- b) You need English for future job.
 - c) You need English for traveling purposes.
 - d) You need English because it becomes universal language.
 - If other, please specify.
-
-

Section II: Authentic Audio-visual Materials.

5. Do you know what is meant by authentic audio-visual materials?

- a) Yes.
- b) No.

6. Does your teacher use authentic audio-visual materials in the class?

- a) Yes.
- b) No..

➤ If yes, what is the common one:

- a) Book.
- b) Videos.
- c) Magazines.
- d) Songs.

➤ If other, please specify.

.....

7. Does learning English become interesting if the teacher use authentic audio-visual materials?

- a) Yes.
- b) No.

➤ Justify your answer, please.

.....

.....

8. How often do you use these materials while studying English ?

- a) Always.
- b) Sometimes.
- c) Rarely.
- d) Never.

9. Do you prefer using authentic audio-visual materials while studying English?

- a) Yes.
- b) No.

Section III: The Developing of Intercultural Communicative Competence

10. Do you consider yourself active or passive in the learning process?

- a) Active.
- b) Passive.

➤ Justify your answer, please.

.....
.....

11. Which skill do you think that is most important to be a professional communicator?

- a) Speaking.
- b) Reading.
- c) Listening.
- d) Writing.

12. What are the difficulties that face you while communicating in English?

- a) Pronunciation.
- b) Lack of vocabularies.
- c) The structure of the sentence.

➤ If other, please specify.

.....

13. Which module do you think that may develop your communicative competence?

- a) Oral Expression
- b) Writing Expression
- c) Grammar
- d) Phonetics.

➤ If other, please specify.

.....

14. Do you think that using authentic audio-visual materials will enhance your communicative competence?

- a) Yes.
- b) No.

Teachers' Questionnaire

Dear teachers,

You are kindly invited to fill in the following questionnaire as a part of a dissertation entitled "The Role Authentic Audio-visual Materials in Developing Intercultural Communicative Competence". Your answers and opinions will help us to accomplish this project. Therefore, would you please put a tick (✓) behind the appropriate answer or give your own when it is needed. Be sure that your answers will be anonymous and will be used for research only.

Thank you for your time, effort and collaboration.

Bourannane Chahinez.

Master 2 Researcher

Section I: Background Information:

1. Gender.
 - c) Female
 - d) Male
2. What degree do you hold?
 - d) License.
 - e) Magister.
 - f) Doctorate.
3. How long have you been teaching?
 - d) Less than 5 years.
 - e) Less than 10 years.
 - f) More than 10 years.

Section II: Authentic Audio-visual Materials.

4. What are the common authentic audio-visual materials that have you used when performing your lectures?(you may choose more than one)
 - c) Books
 - d) Magazines
 - e) Videos.
 - f) Songs.
 - g) Articles
- If other, please specify.

.....
5. Do you prefer to use authentic audiovisual materials in your classes?

- c) Yes.
- d) No.

If yes, is it because you want to.

- a. Expose your students to real life.
- b. Motivate your students.
- c. Improve students' Intercultural Communicative Competence (ICC)

6. How do you select these materials?
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7. How do you use them?
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.....

8. Does the time allocated to the English courses enough to have the opportunity to use authentic audio-visual materials?

- c) Yes.
- d) No.

9. Do you face difficulties in teaching using this materials?

- a) Yes.
- b) No.

➤ If yes, how you deal with it?
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.....

10. From your own experience as a teacher of English, what would the use of authentic audio-visual materials in EFL classes add to your students?
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Section III: The developing of Intercultural Communicative Competence

11. How do you evaluate 1st year EFL students' level of communication?

- c) High.
- d) Average.
- e) Above average.
- f) Low

12. Are they aware about the importance of communication notion?

- e) Yes.
- f) No.

13. Which method do you use when you performing your lectures?

- d) Audio-lingualism.
- e) Communicative language teaching.
- f) Grammar translation.

14. Would you recommend the use of authentic audio-visual materials for building students' intercultural communicative competence?

- e) Yes.
- f) No.

➤ Justify, please.

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15. Would you please, provide us with some suggestions about how to develop the students' intercultural communicative competence at the level of 1st year EFL students.

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الملخص

إن المهارات التواصلية مطلوبة للنجاح في مجال تعلم اللغة الانجليزية بالنسبة للطلبة . وإن تقييم ما حققه الطلبة من تطور في اللغة يكون عموما من خلال مدى مهاراتهم في استعمال هذه اللغة. و قد لاحظنا أن هناك عدّة صعوبات تواجههم نذكر منها نقص في الرّصيد اللغوي ،أخطاء في استعمال قواعد اللغة ، و كذلك افتقارهم لتكوين نص متناسق (كتابتا و نطقا) من حيث المحتوى . مما كان سببا لجعل أساتذة اللغة الإنجليزية يعتمدون على استخدام الوسائل السمعية بصرية الاصلية لتطوير الكفاءة التواصلية لدى طلابهم . و قد طرحنا فرضية أنه في حال تم استخدام الاساتذة لهذه الوسائل بأنواعها أثناء تقديم الدروس ، فإنهم سيساهمون بشكل ملحوظ في خلق جو تعليمي تحفيزي و تشجيعهم على خلق طرق مبدعة في تعلم اللغة الانجليزية كلغة أجنبية . و من هنا انطلقنا في انجاز هذا البحث ، المتضمن على جزأين أساسيين : جزء نظري و يتكون من فصلين ، حيث تطرقنا في الفصل الاول الى التأثيرات المختلفة الملاحظة على طلبة اللغة الانجليزية نتيجة استخدام الوسائل السمعية بصرية الاصلية . في حين قد خصص الفصل الثاني لشرح تطور المهارات و الكفاءة التواصلية بين الثقافات لدى طلبة اللغة الانجليزية . أما فيما يخص الجزء الثاني من البحث فقد قمنا بتطبيق الجانب النظري في الميدان و ذلك من أجل البحث في حقيقة الفرضية المطروحة سابقا . و قد استعملنا الطريقة النوعية لتحقيق مبتغى البحث و ذلك بتطبيق استجوابيين ، كأداة لجمع البيانات ، لكل من اساتذة و طلبة السنة الاولى أل أم دي لفرع اللغة الانجليزية . و قد ابرزت النتائج و الاستبيانات المتحصل عليها أن لاستعمال الوسائل السمعية بصرية الاصلية أثناء تدريس اللغة الانجليزية تأثير ملحوظ على مهارات الطلبة التواصلية ، والأكثر من هذا فقد لوحظ طور كبير في رغبة الطلبة في المشاركة في العملية التعليمية