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Submitted and Defended by:

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**The contribution of intercultural communicative competence to enhance
learner's oral performance.**

**The case of First year LMD Students of English at Mohamed Khider University of
Biskra**

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Declaration

I, **ADJROUD ADRA**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information.

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Dedication

Alhamdulillah who helped me to complete my work

Allah the Almighty, the most Gracious and the most Merciful. When I felt weak, he gave me strength, and when I felt alone, he was always by my side.

I dedicate this work to

Those who make my happiness and support me in my life... My mother and my father

To my lovely sisters and my brother who have always encouraged me to pursue my dreams

To my close friends... Amira, Donia, Hayat, Amal, Djihane, Nada, Safa, Rim, Meriem,

Achwak, Imen, Amani, Mano

To all my uncles and aunts and their sons...

To that person who always encourages me with his supportive words through thick and thin to continue my path ... Thank you

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Abstract

Intercultural communicative competence plays a crucial role in fostering effective language learning and communication. Yet, Algerian EFL tertiary face difficulties in interacting orally with native speakers. This is due to the focus in promoting linguistic knowledge and neglecting the cultural side in EFL classes. The aim of this study is to investigate the contribution of intercultural communicative competence in enhancing the oral performance of first year students at Mohammed Khider Biskra University, with particular emphasis on the importance of cultural awareness in language learning. Therefore, we hypothesized that cultural awareness develop the learners' ICC that will help them to enhance their oral competence. To test the validity of the hypothesis, a descriptive study is conducted with mixed methods approach to collect, analyse, and interpret data by administering questionnaires to both teachers and students. As a result, the study findings proved the significance of ICC in improving learners' oral performance. In addition, it demonstrated that integrating ICC into language instruction positively affects students' oral performance. Thus, those results confirmed the validity of the hypothesis. Eventually, some recommendations were suggested depending on the study outcomes, at the end of this research.

Keywords: Intercultural communicative competence, Oral performance, Cultural awareness, Language learning.

List of abbreviation

ICC: Intercultural communicative competence

EFL: English as foreign language

IC: Intercultural competence

CC: Communicative competence

FL: Foreign Language

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الملخص

General Introduction

1. Background of the study

Learning English as a foreign language is very widespread because of the diversity that we have in today's world that makes intercultural communication. The main aim of the process of learning English is to communicate effectively and appropriately in different contexts and that involved proficiency in linguistic aspects and cultural elements. Recent studies focused on the relationship between language teaching and target culture teaching, because the traditional teaching techniques focus in the linguistics competence and neglect the socio-cultural dimension, which opens the doors for misunderstanding that occurs by the non-native speakers when communicating with natives. Hence, the linguistic competence is insufficient to make learner a good communicator; it requires knowing the cultural elements (ways of life, beliefs, values, customs, idioms...). Thus, the learner needs to know what to say, when, where and to whom and acquire skills that enable him to explore cultural diversity and build cultural understating between his culture and target culture.

2. Statement of the problem

The successful active learning of English as a foreign language requires cultural awareness to make learner competent for using the language in different situations with its four skills. Yet, the main concern of this study is to demonstrate the contribution of intercultural communicative competence in enhancing the first year Algerian EFL Tertiary learners' oral performance at the University of Mohamed Khider Biskra. Moreover, this study will examine the causes of Algerian EFL Tertiary learner's unawareness of the British English culture and suggest solution to face oral difficulties that are related to the culture.

3. Research Questions

The research questions are as follows:

Q1: What is understood by intercultural communicative competence?

Q2: Does intercultural communicative competence influences EFL learners' oral performance? How?

4. Research Hypothesis

The research hypothesis are as follows (H_1 denote alternative hypothesis and H_0 denote null hypothesis):

H_0 : Intercultural communicative competence does not affect in learner's oral performance.

H_1 : Intercultural communicative competence affects in learner's oral performance.

5. Research Objectives

The research aims at:

1. Proving the importance of being aware of the target language culture.
2. Determining the contribution of the intercultural communicative competence in improving the student's oral performance.
3. Showing how teachers assess their students ICC and how learners develop it.

6. Significance of the study

This study will be a useful for teachers and learners. It will define the significance of Intercultural Communicative competence in teaching and learning English as foreign language and demonstrate its role in improving the learners' oral skill. As it will create awareness to promoting oral skill in FL classrooms.

7. Research design and Methodology:

To know the role of intercultural communicative competence in developing the learners' oral performance, our study will conduct mixed methods research to gather the necessary data. Two questionnaires will distributed to the EFL students and teachers of oral expression and culture modules of first year LMD at Mohamed Khider university of Biskra, because it is the suitable method for the aims of the study. The sample that we will choose is

composed of 60 students and 7 teachers of oral expression and culture of the language. They will answer the questions of the questionnaire to help us achieve the research goals.

8. Structure of the study:

Concerning the structure of this work, it will consist of two parts. The first part is concerned with the literature review. The literature review is a theoretical background about the issue that we will deal with, which includes two chapters. The chapter number one is about the intercultural communicative competence. The second chapter will discuss the learner's oral performance. Moreover, the second part is about the fieldwork that consists the third chapter contains the analyses and the interpretation of the learners and teachers' questionnaires.

Chapter one:
Intercultural
Communicative
Competence

Introduction

Intercultural communicative competence (ICC) emerges as a vital skill in our interconnected world. It encompasses a range of essential elements that would facilitate the communication process. However, Algerian EFL tertiary learners need to develop their language proficiency and the ability to understand the different cultural perspectives when they interact with native speakers. This chapter aims to explore the significance of ICC in EFL classes and emphasizing its benefits for EFL teachers and learners. As it provides them with a practical model to help them cultivating their necessary skills to communicate effectively across cultures.

1.1. Culture

Culture is a broad concept that has wide range of meaning and defining it is not easy due to its complex nature. Indeed, House (2005) as cited in (Soler & Jordà, 2007) states that many academic fields, including philosophy, sociology, anthropology, literature, and cultural studies, have examined the concept of culture. The humanistic idea and the anthropological idea of culture are the two main perspectives on culture that have evolved. The humanistic concept of culture is captured as “the cultural heritage”. It considered as a paradigm of refinement where the community’s greatest works of literature, fine arts, music, and other creative achievements are collected in an exclusive collection. However, in anthropology the term ‘culture’ is related to the general way of life of group or society. Culture is group’s dominant and learned set of habits, which is neither easily accessible nor verifiable. Culture can be divided into four analytical levels:

The first is general human level, in which humans differ from animals. People are able to think and can creatively alter their environment. The second is the social and national level where culture functions as unifying power that allows individuals to place themselves against

governmental structures, spheres of activity, religious beliefs, and values that represent human thought. The third level is equivalent to the second level, but it includes a number of social and national subgroups as geographical region, social class, age, gender, and profession. The fourth level is the personal, individual level, which is connected to person's thought and behaviour habits. This is the level of cultural awareness, which permits people to recognize their own culture and what makes it unique from others.

According to Tylor (2016), culture is complex whole which includes knowledge, beliefs, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. Tylor emphasized that culture is more than just material objects; it entails abstract ideas, beliefs, values, and practices that are shared by group of peoples.

In addition, Nolan Weil in his book of speaking of culture indicate that culture is 'all the products of human thought and action both material and non-material, particularly those that exist because we live in groups'. Then he interpret it as "culture consists of all the things we make and nearly everything that we think and do, again, to the extent that what we make, think and do is conditioned by our experience of life in groups".

1.1.1. Big c vs. small c:

Culture may have various types within a community. According to Peterson (cited in Labtich & Teo, 2019, p.38), there are two types of culture: the Big "C" Culture and the Small "c" Culture. The Big "C" Culture refers to easily observable and memorable facts, often associated with objective aspects such as history, architecture, and geography. On the other hand, the Small "c" Culture represents subjective aspects that are not immediately apparent or easily understood, such as people's thoughts, beliefs, and customs. Kramsch (2013) further explains that big "C" culture is promoted by the state and its institutions, such as schools and universities, as national heritage. It is the culture traditionally taught using the standard

national language and encompasses subjects like history, institutions, literature, and the arts, which provide the target language with meaning and value through the continuity of a national community. Conversely, little "c" culture includes the behaviours, speech patterns, living habits, customs, beliefs, and values of native speakers. To study how native speakers use their language for communication, the convention of associating "one language equals one culture" is maintained, and teachers are encouraged to teach sociolinguistic rules in the same way they teach grammatical rules, using modelling and role-playing. Although everyday cultural practices may vary among native speakers, the focus is often on the typical or sometimes stereotypical behaviours, foods, celebrations, and customs of the dominant group or the group that is most noticeable to foreigners (p. 65-66).

1.1.2 Algerian culture Vs. British culture

Cultures around the world are shaped by a multitude of factors, including history, geography, religion, and societal norms. British culture and Algerian culture represent two distinct societies with their own unique customs and traditions. By examining the differences between these cultures, individuals can gain valuable insights into the diverse tapestry of human experiences and deepen our understanding of the global community they inhabit.

Greetings, when it comes to greetings, British individuals are often perceived as reserved, but they demonstrate an appreciation for physical touch, such as cheek kisses, when greeting close friends and family members. This intimate gesture reflects a sense of familiarity and warmth within these relationships. Conversely, Algerians engage in elaborate greeting exchanges that go beyond a simple handshake. Inquiring about various aspects of the person's life, including family, work, and general well-being, highlight their value for establishing connections and maintaining social ties.

Gift Giving: Both British and Algerian cultures place importance on gift giving, albeit with different approaches. British people tend to present symbolic gifts, such as chocolates or a bottle of wine, when invited to someone's home. These gifts serve as tokens of appreciation and are seen as gestures of goodwill. On the other hand, Algerians view the act of giving itself as more significant than the specific gift. The thought and effort put into the act of giving are valued, emphasizing the intention and personal connection behind the gesture.

Personal Space plays a crucial role in social interactions. In British culture, individuals value their personal space and maintain a socially acceptable distance during conversations. Invading someone's personal space is considered rude and can lead to discomfort. Conversely, Algerians have a different perspective on personal space. They exhibit a preference for closer physical proximity, standing nearby or even holding arms during interactions. This physical closeness reflects their emphasis on building and nurturing relationships.

Punctuality is highly regarded in British culture, with being on time considered a sign of respect and professionalism. Time is treated as a valuable resource, and lateness is often seen as disrespectful. In contrast, Algerians prioritize relationship building and often have a more flexible approach to punctuality. While they strive to arrive on time, they may prioritize the interpersonal connection and cultural norms over strict adherence to schedules, particularly in relationship-driven contexts. (“Algeria – Language, Culture, Customs and Etiquette,” n.d; Besart, 2023)

The differences in culture and social behaviour between British and Algerian societies highlight the rich tapestry of human diversity. These variations in greetings, gift-giving, personal space, and punctuality reflect the contrasting values and norms that shape these cultures. Understanding and appreciating these differences are crucial for fostering cross-cultural understanding, respect, and effective communication. By embracing the richness of

diverse cultures, we can build bridges of understanding and create a more inclusive and harmonious global community. Through these exchanges, peoples celebrate their shared humanity while cherishing the unique traditions and customs that make each culture distinctive.

1.2. Cultural awareness

Constantin, Cohen-Vidaa and Popescu (2015, p. 696-697) emphasized that in today's globalized world, securing employment in an international company requires more than just fluency in a foreign language. It is crucial to possess a deep understanding of such practices in international settings, the ability to discern cultural disparities, the capacity to overcome ethnocentrism, the development of effective intercultural communication skills, and familiarity with ethical codes, among other factors. Cultural awareness becomes particularly vital when engaging with individuals from other cultures. Therefore, by being mindful of cultural differences, the risks of behaving inappropriately would be minimized.

EFL teachers and learners ought to cultivate a heightened consciousness of their own cultural background and the cultural influences of others. Iriving (1984) claimed that instead of perceiving cultural shock as a negative experience, it should be recognized as a positive phenomenon that facilitates the development of a more profound cultural awareness. Moreover, it is essential to differentiate between instructing students in foreign language learning and equipping them with the necessary skills for effective intercultural communication. A deliberate endeavour must be made to enhance awareness of cultural norms in order to better comprehend the courses and impacts of cultural influence.

On the whole, Algerian EFL tertiary learners should be aware of other people's 'cultures' as well as their own for being proficient in using the language. Thus, cultural awareness is defined as the ability to recognize, understand, and appreciate the beliefs, values,

customs, and behaviours of different cultures. It entails being conscious of the variety of human experience, and comprehending how cultural variations can affect how people interact with each other. This awareness involves both verbal and non-verbal behaviour for meaningful communication.

1.3. Culture, language and communication

Culture considered as the fifth skill of language, they are intrinsically connected and closely interrelated with communication. According to Valverde R. (2005), what sets human beings apart from other animals is their ability to create culture. However, it is crucial to note that the development of human culture is made possible through communication, where the language is playing a central role. Communication is a complex process that involves the use of verbal symbols and other symbolic elements (such as paralinguistic features, gestures, body movements, distance maintenance, and pictographic signs) that people employ to convey messages. Culture influences the transmission and interpretation of these messages in various ways. Each culture possesses a knowledge system that enables individuals to understand how to communicate with one another and interpret each other's behaviour. Recognizing the significance of culture in the communication process, it becomes evident that when teaching a language, learners should become familiar with the corresponding culture, as language serves as the medium for transmitting messages in communication.

Furthermore, Ennis (2015, p. 7) emphasizes that communication is the fundamental activity of all human beings and is how languages and cultures are continually acquired. In turn, languages and cultures enable us to engage in increasingly complex forms of communication. The ongoing acquisition of languages for the purpose of communication lies at the heart of this continuous process.

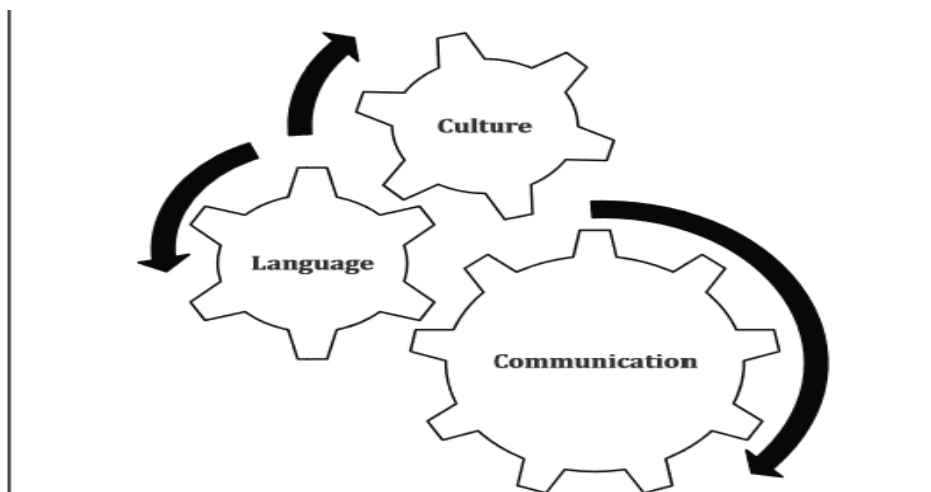


Figure 1: communication as a mean of acquiring language and culture.

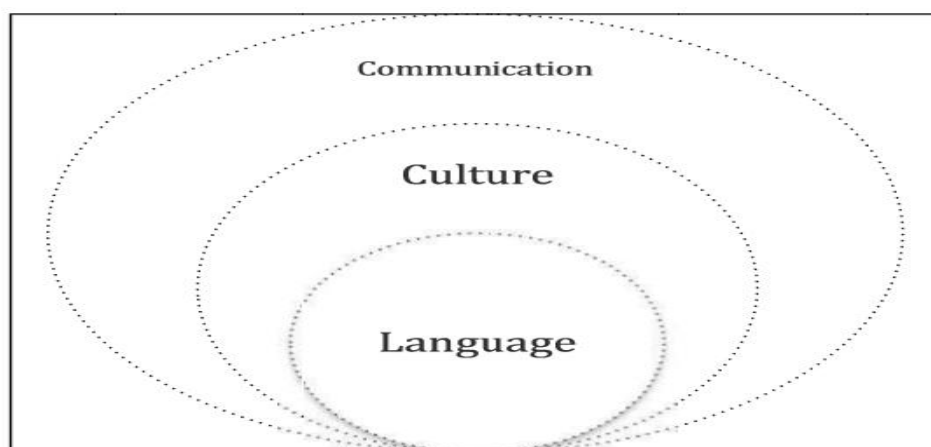


Figure 2: language as a medium of transmitting culture in communication process

1.4. Intercultural verbal and non-verbal communication

Intercultural communication, which occurs between individuals from diverse cultural backgrounds, involves both verbal and non-verbal forms of communication. Verbal communication primarily entails the use of spoken language, where words or sounds are employed to express ideas, thoughts, feelings, and opinions during face-to-face interactions. However, Mitrovic and Vujovic (2017) thought that meaning is not solely conveyed through spoken words; it can also be communicated through non-verbal means, such as facial expressions, gestures, eye contact, touch, spatial perception, time perception, and other cultural behaviours. These non-verbal cues play a significant role in transmitting messages

and can differ across cultures. Non-verbal communication encompasses various types of signs. Paralinguistic signs, for instance, are non-verbal vocalizations that accompany verbal messages, such as speech pauses, speed, volume, and tone of voice. Apart from paralinguistic signs, there are extra-linguistic non-verbal communication signs. These signs can be classified as kinesics, which involve facial and bodily movements, and proxemics, which pertain to the amount of space individuals feel the need to maintain between themselves and others. The differences in non-verbal communication affects the communication process as it lead to misunderstanding among speakers from different cultures. Therefore, Aghayeva (2011, p.53) highlights the significant importance of non-verbal communication in our global society. "Intercultural non-verbal communication" refers to the unspoken aspects of communication between interacting parties. It is estimated that two-thirds of communication is transmitted non-verbally. Due to cultural differences, there is a high potential for misunderstandings and disagreements regarding non-verbal communication. Therefore, successful interaction in intercultural situations necessitates an understanding of non-verbal messages as much as verbal ones.

1.5. Intercultural pragmatic competence

As cited in Wyner & Cohen, 2015, p.520, Crystal (1985) defined pragmatics as a subfield of linguistics. It described as the study of language from the perspective of users, focusing on the decision they make, challenges they face while using language in social interaction, and impact their language use has on other people who are involved in the communication process. Pragmatics focuses on how people use language in communication to convey meaning beyond literal interpretation of words between speaker and listener in social and cultural contexts.

In intercultural communication, Algerian EFL tertiary learners often fail to speak appropriately due to the lack of pragma-cultural knowledge that causes misunderstanding and

communication breakdowns between interlocutors from different cultural backgrounds. Therefore, being pragmatically competent to use English language is important in intercultural communication.

Hence, Bing (2019, p. 251) believed that the ability of people to recognise context, accurately interpret other people's speech in context and present oneself properly can be defined as pragmatic competence. It indicates awareness to the expression of different contexts. Although, pragmatic errors in intercultural interaction tend to be unconscious for English language learners as it could be confusing for native speakers to misunderstand as impolite behaviours. Contextual factors are rarely taken into account in traditional language classrooms due to the reliance on grammar and skills, therefore, every language learner should lessen reliance on linguistic and develop his ability to interpret the language by using situational context in order to increase his contextual awareness. Pragmatic competence includes the understanding of non-literal meanings, and being pragmatically competent allows individuals using language in way that is appropriate, respectful, and effective within different social and cultural aspects.

According to Cenoz (2007, p. 127) Intercultural pragmatic competence is a part from communicative competence that learners must develop along with other elements of communicative competence such as: linguistic, sociolinguistic, discourse; and strategic competence. Foreign language learners need to acquire all of these competencies to become proficient communicators for avoiding communication breakdowns.

1.6. The intercultural communicative communication

In today's globalized world, intercultural communicative competence becomes fundamental because people from multicultural societies and organizations are required to collaborate and communicate with each other. Therefore, Sevime-Sahin (2020) stated that

ICC is known as the capacity to interact and connect meaningfully and effectively with individuals from various cultural identities to avert communication barriers. Based on this idea, Chunhong and Griffiths (2011) supposed that learning how to communicate successfully with others includes cultural awareness, linguistic competence, and personal attitudes that encompass empathy and flexibility as well as to the knowledge of what is important to the culture of others. Developing these skills can lead to effective communication and promote understanding and respect for learner's target culture.

Byram (1997) argues that ICC must take into consideration the social context in which it occurs, also the non-verbal components of communication as well as the limitations of traditional explanations of language learning should be considered. That is to say, effective intercultural communication requires awareness to of cultural contexts. Furthermore, non-verbal communication is an essential dimension; it can convey meaning and emotion that cannot be expressed through words. Moreover, language learning should be viewed as a dynamic process of cultural and personal exploration rather than a mechanical process of memorizing vocabulary and grammar rules. It is not only a mean of communication; it is a reflection of culture and identity.

Intercultural communicative competence is part of communicative competence, it occurs because of studying foreign languages while being in contact with representatives of other cultures. ICC is directly related to student development and linguistic skills; they are totally inseparable (Lysiuchenko, Sydorenko, Oleksiienko, Lysenko & Hulych, 2021). Effective communication requires a strong command of the language used to communicate. Thus, language proficiency and cultural knowledge are essential components of ICC.

1.7. The privilege of intercultural speaker

Nowadays, EFL learners must be conscious of their multicultural environment in addition to their own place within it. Therefore, language speakers are not confined to contact with speakers but they are increasingly involved in linguistic and intercultural factors in which they Interpret the world from various perspectives.

House (as cited in Soler and Jordà, 2007) describes intercultural speaker as the person who moved while being in-between, who can knows and can act in both his and her own culture and another learned later in life. Moreover, Soler and Jordà (2007) believe that learners, in multilingual environment, may belong to more than one speech community, the major goal is to utilise English as a tool for interaction among multiple cultures and languages, not to become a native speaker of English.

According to Huang et al., 2003 (as cited in Chunhong & Griffiths, 2011) an intercultural speaker can build relationships with people from various societies, and he can solve complex issues by breaking down cultural barriers, as he would develop his capacity to do business with patterns from different cultures. Having intercultural communication competence is increasingly important in today's world where people from different cultural communicate together as they would be able to appreciate and respect cultural differences and similarities. Being intercultural speaker develops personal and professional relationships, enhance their problem-solving skills, and engage in effective intercultural communication that in requires willingness to learn and be open-minded person.

1.8. Byram's model of intercultural communicative competence

One of the most famous and frequently model of ICC is Byram's intercultural communicative model. It is especially made for teaching foreign languages and functions as a basis of several intercultural communicative skills models. ICC is combination of two types

competence: communicative competence and intercultural competence. Although, these two competences are interconnected and it can be developed separately (Byram 1997; 2008 as cited in Marczak, 2014).

1.8.1. Communicative competence:

The idea of communicative competence was first emerged by Hymes (1972) it emphasises sociolinguistic proficiency among native speakers among native speakers. It was applied to learning foreign languages by Canal and Swain (1980) and Van Ek (1986), focusing on functions and role-playing, and real-life situations (As cited in Aguilar, 2007). Van Ek (as cited in Aguilar, 2007) proposed a framework for comprehensive FL objectives that includes a range of dimensions, which are:

- A. Linguistic competence:** is the ability to produce and interpret meaningful utterances to communicate effectively.
- B. Sociolinguistic competence:** is the awareness of how language forms are influenced by context.
- C. Discourse competence:** is the ability to use appropriate strategies in different types of discourse.
- D. Strategic competence:** is the ability that involves communication strategies to overcome communication barriers.
- E. Sociocultural competence:** is the ability to understand the cultural differences and being able to navigate them in communication.
- F. Social competence:** is the will and the skill to interact effectively with others in a variety of social contexts.

All of these dimensions of communicative competence are interdependent and overlap with one another.

1.8.2. Intercultural competence:

Deardorff (2006) set a model of intercultural competence that is based on five elements, namely: attitude, knowledge, skills, internal and external outcome. This model offers a framework that can be used to direct a curriculum that encourages intercultural awareness and learning outcome assessment.

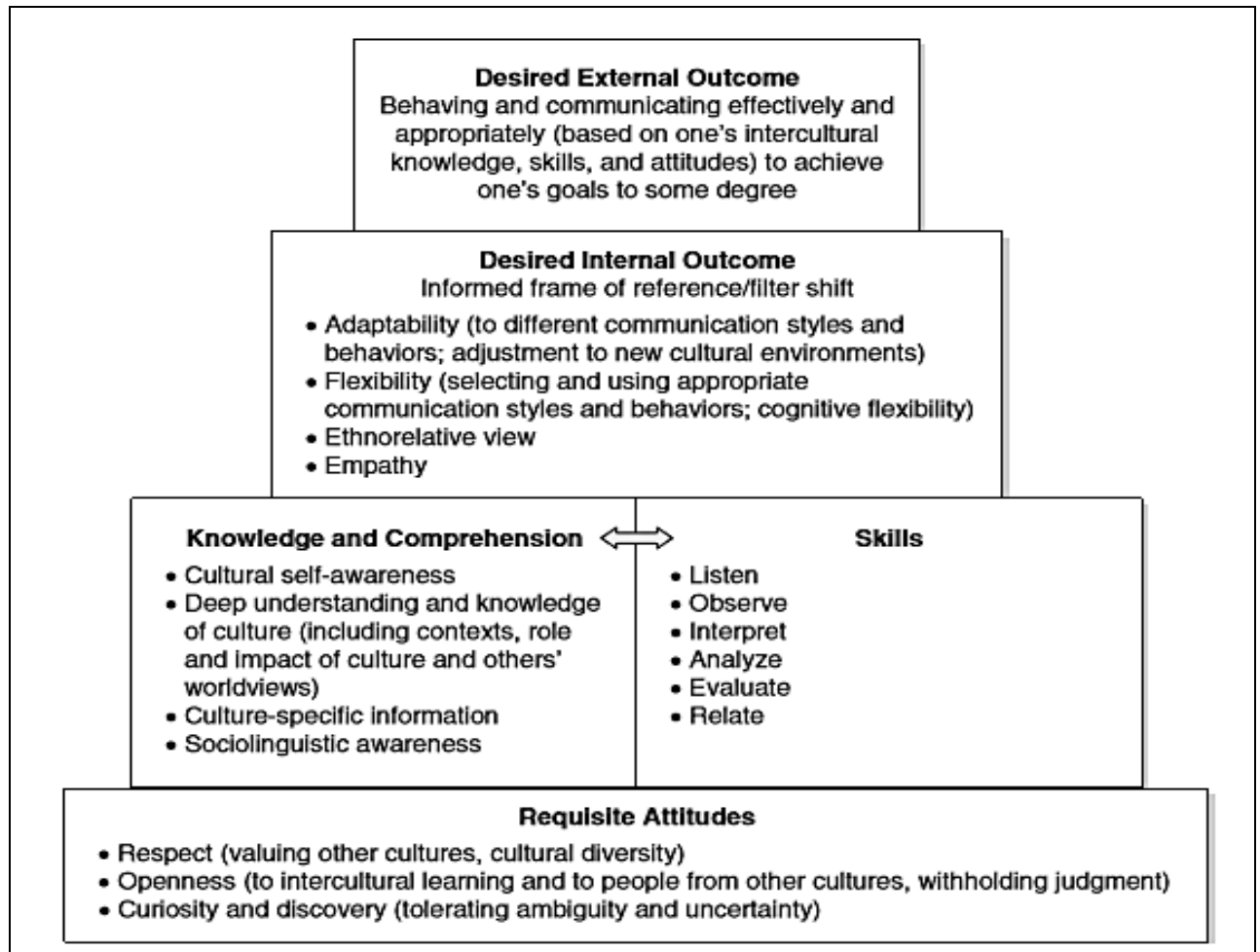


Figure 3: Deardorff Pyramid Model of Intercultural Competence (2006)

Byram (1997) argue that when people from other languages or other notions interact socially, they add their knowledge of their own country and the others' cultures. This knowledge is influenced by the Intercultural communication processes, such as the ability of interpretation, relating elements of two cultures, and the capacities of interaction and discovery. These factors should integrated into a political education philosophy, in order to

help learners develop a critical cultural awareness of all the involved cultures. He proposed the following framework for those factors that affect intercultural communication:

- 1) Knowledge of self and other (savoir)**
- 2) Attitudes relativizing self-valuing other (savoir être)**
- 3) Skills interpret and relate (savoir comprendre)**
- 4) Skills of discover and interact (savoir apprendre/faire)**
- 5) Critical cultural awareness (savoir s'engager)**

The knowledge of self and other (savoir) refers to the speaker's consciousness of social groups and their products and practices in his culture and the other's culture, in addition to their knowledge of general processes of societal and individual interaction. The concept of attitudes (savoir être) is related to curiosity, openness as well as the willingness to suspend scepticism about other cultures and one's culture. Skills of interpreting and relating (savoir comprendre) is the ability to identify and interpret the cultural similarities and look for the differences between one's culture and the target culture; the skills of discovering and interacting (savoir apprendre / faire) is the capacity to learn new information about a culture and operate knowledge, attitude, and abilities within the constraints of real-life communication. Finally, critical cultural awareness (savoir s'engager) means that the learner have the ability to evaluate his culture and other cultures perspectives, norms by using explicit criteria. (Byram, 1997; Hoff, 2020; Aguilar, 2007 & Thongprayoon, Wangphasit, Yamrung & Langka, 2020).

1.9. Components of intercultural communicative competence

ICC involves a combination of knowledge, skills and attitudes that enable individuals to understand, appreciate, and adapt to cultural differences. Those elements are complemented

by the values that an individual upholds as a result of member in variety of social group who need a critical awareness of their values and other people's values (Byram, Gribkova, & Starkey, 2002, p. 11).

According to Byram's ICC model, ICC consists of the knowledge component, which is composed of information about sociolinguistics, cultural awareness and communicative actions in various social and cultural contexts. In addition to skills component that is the ability to apply the information in a suitable and adaptable manner through listening, observing, interpreting, analysing, assessing and interacting. Then, the component of attitude that is viewed as the ability to respect others, to tolerate uncertainty and ambiguity, to recognize other identities and to be tolerant of other's values and views (as cited in Sevime-Sahin, 2020, p. 143- 144)

Thereby, by recognizing and understanding the beliefs associated with one's social identities and being aware of how they may influence communication and interactions; individuals can develop a more nuanced and inclusive approach to intercultural communicative competence and foster meaningful connections with people from different cultural perspectives.

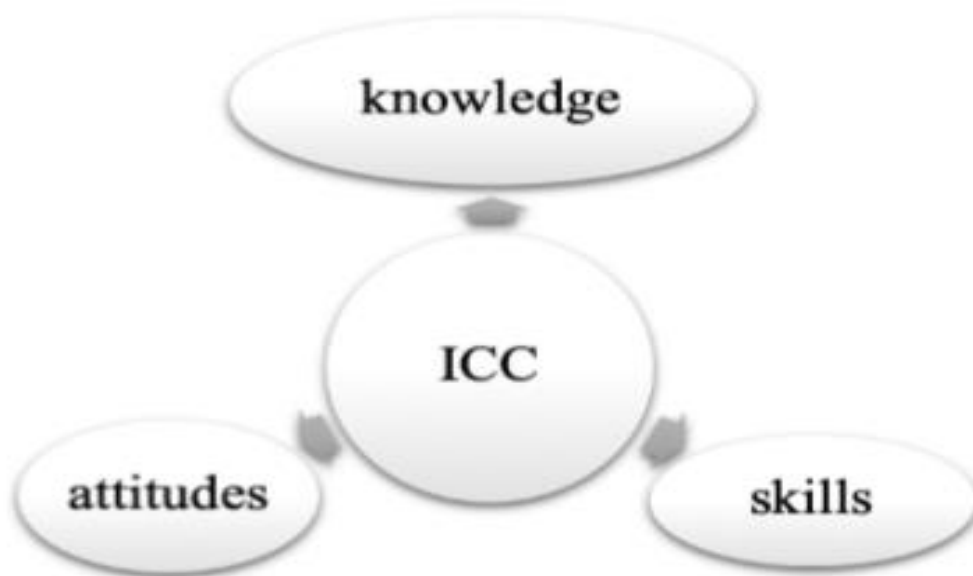


Figure 4: The components of intercultural communicative competence

1.10. Dimensions of intercultural communicative competence

Foreign language learners must be proficient in several dimensions in order to improve their ICC and become intercultural speakers. Byram's ICC model shows that ICC is combination of CC and IC. It encompasses various elements that contribute to effective communication and understanding between peoples from different cultures (Tran & Duong, 2018, p.3; Drici, 2016, p.22)

Communicative competence according to Hymes (1972) entails taking into account the appropriateness of utterances in particular contexts, its components that described by Canale and Swain (1980) are the linguistic, discourse, strategic, and sociolinguistic competences in addition to socio-cultural and social competences that added in 1986 by Van Ek. Intercultural competence, on the other hand, requires knowledge, attitudes and skills for being able to make relationships with people also to discern, accept and tolerate their variances (as cited in Drici, 2016).

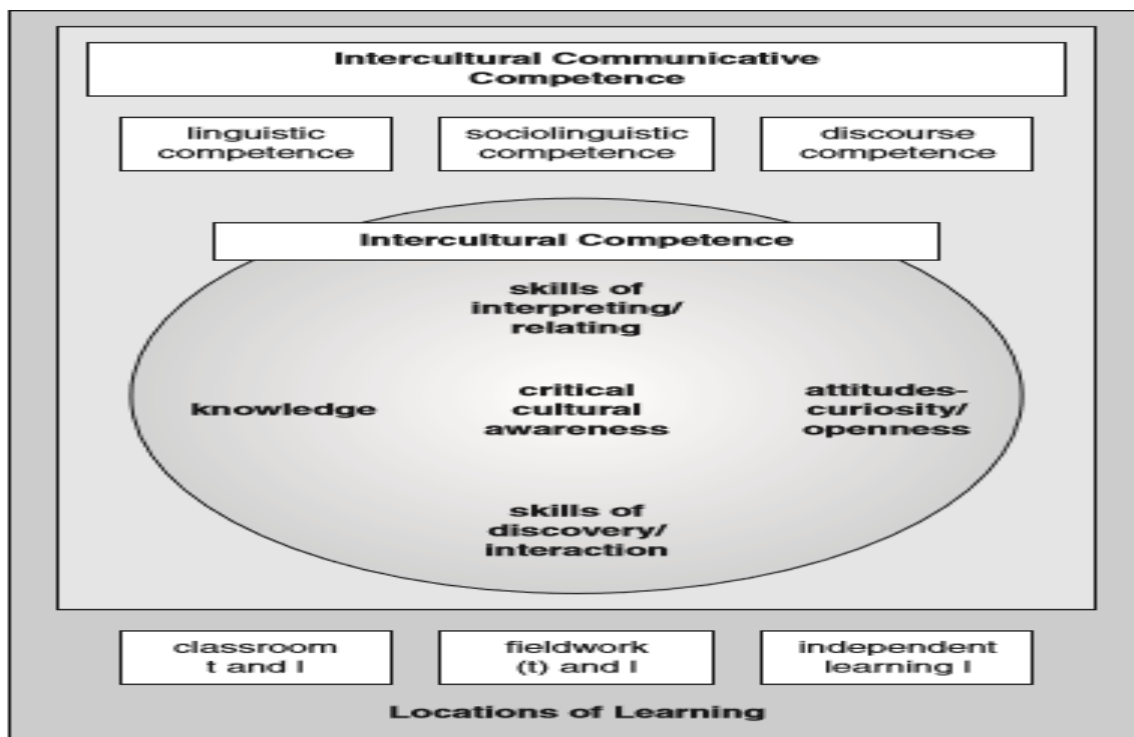


Figure 5: A Model of Intercultural Communicative Competence

1.11. ICC and foreign languages classroom

Intercultural communicative competence has emerged since it is crucial skill for teachers and learners to fostering understanding, collaboration, and mutual respect among persons from various sociocultural contexts. In foreign language education, the concept of intercultural competence has evolved from a focus on language proficiency to broader understanding of cultural knowledge and communication skills. This shift aligns with the principles of communicative language teaching, which emphasizes the use of language for meaningful communication. An intercultural speaker is someone who not only have linguistic proficiency but also demonstrates an understanding and ability to navigate cultural differences. This approach recognizes the importance of cultural awareness in promoting comprehension, empathy and successful interactions in a globalized world (Byram, 2009, p.321).

The main goal of language teaching is to enhance one's communication skills. However, certain educators have recognised the opportunity to reintroduce the concept of "Bildung" proposed by Humboldt. This means that in addition to focusing on language skills and communication, they also emphasise on the development of individuals including intellectual, moral, and personal growth. Moreover, foreign language education consists of three elements: classroom practice, theoretical models and empirical investigations. Classroom practice serves as foundation for applying language skills in different contexts. Theoretical models provide guidance to teachers by suggesting effective strategies to accomplish specific objectives. Empirical investigations involve studying and analysing language teaching practices, enabling critical evaluation and the development of improved models and methods (Byram, Holmes and Savvides, 2013).

1.11.1. Language teaching and assessing ICC:

1- Teaching ICC

The teacher's responsibility involves providing task materials, demonstrating how they can enhance intercultural communicative competence, offering evaluation examples, and suggesting language for examining and reconstructing cultural behaviour. Intercultural tasks can be carried out in various setting, such as individual, paired, or group work as well as whole-class activities (Irwandi, 2017, p. 251).

According to Galante (2015), English language teachers should provide opportunities for students to contemplate and articulate their own identities and cultural perspectives. The aim is to enable exploration of English usage in diverse contexts, and demonstrating respect for linguistic and cultural variety (p. 37).

Teachers are anticipated to transition from the conventional aspects of language, which primarily focus on grammar, vocabulary, and pronunciation that governed by rules; to emphasise the meaningful utilization of language and address communicative needs (Broughton et al., 2003). To facilitate and engage learners in the intercultural learning process, it is necessary for foreign language teachers to furnish appropriate teaching and create an instructional environment that caters to the specific requirements of their students. Given a fundamental role of culture in comprehending ICC, it is a crucial in the context of EFL to expose learners to cultural elements and cultivate awareness of both the target language culture and their native language culture. Consequently, the exploration of how teachers address learners' ICC in the EFL setting is based on the dimensions that proposed by Byram (1997) with specific focus on attitudes, knowledge, skills, and awareness (Smakova & Paulsrud, 2020, p. 695).

To sum up, language teaching with an intercultural communicative competence model concentrate on providing learners with both linguistic skills and cultural understanding to enhance their oral and written communication.

2- Assessing ICC

ICC has become an important element in foreign language curricula. Thus, there are few comprehensive approaches to assessing its outcomes. Schulz (2007) suggests using portfolio assessment to track learners' development since acquiring ICC in a continuous process. Other methods such as program-specific questionnaire, self-assessment, and interviews can also be used for assessing ICC. Scarino (2009) proposes a reconceptualization of the assessment process, focusing on dimensions such as communication in the target language, understanding students' enculturation and its impact on their worldview, eliciting students' meta-awareness of language and culture, and positioning students as language users and learners (as cited in Chun, p.395)

Assessing ICC requires a careful consideration due to its complex nature. There is no holistic measure or single appropriate test for ICC. Assessment should allow students to demonstrate their knowledge and skills in various aspects of ICC. Multifaceted and cyclic assessment is recommended because ICC does not developed linearly and growth in one aspect affects others. Students should have the opportunity to showcase their personal experiences and meaningful development instead of standardized exams. Authentic and student-sensitive content is crucial for transparent measurement and improvement. Alternative assessment including self-evaluation is important for promoting self-knowledge. Portfolio, along with standards and rubrics, are often used to evaluate ICC and other complex models. (Wilberschied, 2015, p. 6-7)

1.11.2. Language learning and ICC:

As cited in Zhou (2011, p. 114): the study that conducted by Sebnem, Dicle, and A. Guldem (2009) examined the intercultural sensitivity levels of university students and the role of education and intercultural experience in developing ICC. The findings revealed that students' respect for different cultures improved with increased engagement in international interactions. In another study by Marek (2009), it was emphasized that the target language culture is crucial aspect of effective language learning. Teachers were advised to incorporate more of the target language culture in the classroom. This integration of culture into language teaching can greatly enhance students' respect for cultural differences. Furthermore, Hao and Zhang (2009) conducted a survey on Chinese college students' intercultural competence. Despite the fact that the students studied English for minimum of 12 years, they were found to have inadequate intercultural awareness and frequently struggled to respond appropriately in intercultural communication situation. Overall, these studies highlight the importance of intercultural communicative competence and the inclusion of target language culture in language teaching as it draws attention to the need for improving ICC among students.

The learner's responsibilities in collecting, organizing, evaluating, reporting, and reconstructing materials that demonstrate cultural behaviour determine their role. Initially, in a course, learners require support for these activities. In such cases, the teacher offer guidance, provide models if necessary, and assist the learner in speaking tasks. As the course progresses, the learners will gain self-confidence and actively participate in creating and implementing intercultural tasks. (Irwandi, 2017, p. 251)

1.12. Developing and promoting ICC

To incorporate intercultural communication competence (ICC) into English education, it is necessary to consider cultural relativism and move beyond stereotypes. English classes should incorporate diverse materials that highlight how people from different cultural backgrounds use the English language. For instance, including listening materials featuring speakers from English-speaking countries can be beneficial. Facilitating intercultural dialogues can be accomplished through projects that prompt students to reflect on the beliefs, values, and issues of individuals from various linguistic and cultural contexts. (Galante, 2015, p. 32- 35).

The process of designing tasks to develop intercultural communication competence involves several elements, including establishing objectives, providing input, offering learning activities, defining the roles of both learners and teachers, and creating an appropriate learning environment. Objectives outline the intended purpose of the task, such as examining how everyday conversations maintain social group cohesion or investigating gender roles within the target culture's conversations. Input refers to the materials or stimuli provided by the teacher, which can encompass written or spoken texts, visual images, or media content. Learning activities encompass a range of communicative tasks, including gathering and sharing information, engaging in discussions, and participating in role-plays or simulations that involve cultural behaviours observed during the learning process (Irwandi, 2017, p.251).

Conclusion

In conclusion, intercultural communicative competence is a dynamic and essential aspect of EFL education. It makes learners' culturally sensitive, open-minded, and effective communicators in multicultural settings. Furthermore, by incorporating authentic materials, intercultural experiences, reflective activities and role-plays, teachers will empower learners to embrace cultural diversity and engage in meaningful intercultural communication.

**Chapter Two:
The learner's
Oral
Performance**

Introduction

Oral performance is an essential skill that empowers learners to express their thoughts, engage with others, and navigate the complexities of the real world. Thus, this chapter will delve into the various aspects of learner's oral performance, its importance, its factors, and its elements. Furthermore, it will address strategies that can enhance learner's oral skill in communication process. At the end, this chapter will explore some techniques that used to assess learner's oral performance. Additionally, it will shed a light on the relationship between intercultural communicative competence and the oral performance.

2.1. English for non-English speakers

The term “English as International Language” or as “Lingua Franca” is widely accepted to describe the predominant use of English worldwide, particularly in situations involving non-native speakers interacting with both non-native speakers and native speakers. The field of language teaching has seen substantial modification because of English's shift from language of powerful nations to a global language. The new environment of English as international language and the evolving needs of learners are forcing teachers to make some adjustments in language teaching process. Presently, there are proposals to stop using native speakers as the only paradigm for language teaching. These proposals emphasise the value of utilising the learners' existing knowledge of their native language and culture while attempting to include the fundamentals of EIL into language instructions. Consequently, rather than concentrating on an artificially monolingual communicative setting, language classes should establish environment that allow students to practice these skills (Llurda, 2004, p. 316-317).

According to Tran (2023), non-native English learners typically have limited exposure to the English language that can result to a decrease of interest and motivation in their classes.

Improving the effectiveness of English teaching in EFL classes is a complex task with numerous obstacles. Therefore, it is crucial to present intelligible material in an engaging manner to EFL learners in order to avoid the emotional filter from increasing in EFL learning (p. 129).

To sum up, the changeable nature of English as an international language necessitates the adaptation of language teaching approaches to accommodate the variety of learners' linguistic background and motivations. Teachers may better prepare non-native learners to navigate the globalised world and communicate in English by incorporating elements of EIL, increasing intercultural communicative skills, and creating engaging learning experiences.

2.2. Definition of oral performance

The concept of oral performance emphasizes its significance in communication and its crucial role in learning and teaching second languages. Oral performance, according to Audina and Santosa (2022), can be simply described as a productive skill that requires learners to produce spoken language to effectively communicate in formal and informal settings (p. 324).

Furthermore, oral performance involves using the appropriate words in the correct sequence, with proper pronunciation, and considering functions such as transaction (exchanging information) and interaction (building relationships). It also encompasses understanding social and cultural rules and norms, including turn taking, speech rate, pauses between speakers, and participants' roles. It entails knowing how to adapt to the speaker, the context, the topic, and the purpose (Akhyak & Indramawan, 2013, p. 19).

Additionally, Torkey (2006) argues that oral performance involves producing audible signals in a structured manner based on language-specific principles to create meaningful expressions (p. 33). It can be understood that oral performance has a significant role in

teaching and learning languages processes. It encompass understanding social and cultural norms. It is critical to adapt to the speaker, situation, topic, and intent.

2.3. The importance of oral performance in EFL Classes

The ability to communicate orally is crucial for EFL students as it allows them to engage in meaningful and productive exchanges of information, negotiate meaning, support ideas, and participate in oral discussions. By incorporating oral skills, students are motivated to view the foreign language as a means of social interaction. Therefore, it is essential to create opportunities where learners can engage in real-life communication in the target language. Establishing a positive learning environment encourages students to freely express their thoughts, emotions, and opinions without fear of making mistakes. This enables them to effectively engage in communicative tasks (Mohammed & Muhy, 2021, p. 20). This helps learners gain confidence in their speaking abilities and encourages them to become more active and creative in their language use. Ultimately, this will lead to better language acquisition and improved communication skills.

According to Leong and Ahmadi (2017, p. 35), oral performance is a fundamental aspect of human communication, and individuals naturally spend more time interacting orally with language compared to its written form. Oral proficiency is a crucial skill as it allows individuals to engage in conversations. However, mastering oral performance is not an easy task, as it requires knowledge of various essential components such as pronunciation, grammar, vocabulary, fluency, and comprehension. Oral proficiency is necessary for effective and effortless communication with others. Studies on oral performance have demonstrated that it is employed twice as often as reading and writing together, both inside and outside of the classroom. Speaking orally is an integral part of social interactions, as it enables individuals to effectively communicate their thoughts and ideas. Traditional teaching methods often overlooked the importance of oral skills, focusing more on reading and writing. In spite

of this, language experts maintain that oral proficiency is the most important skill when it comes to effective communication. Oral performance also plays a significant role in enhancing vocabulary, grammar, and writing skills. Through speaking, learners can convey emotions, share stories, make requests, engage in discussions, and demonstrate various language functions. Outside the classroom, oral skills are highly valuable, providing individuals with increased opportunities for employment and career advancement. Research supports the idea that meaningful repetition and oral language interactions are essential for language acquisition. It helps learners acquire language skills and acts as a bridge between reading and writing.

Teaching oral skills has received little attention despite how crucial it is, with many EFL/ESL teachers placing more emphasis on drills or the rote memorization of dialogues. However, in today's world, effective communication skills are in high demand, and English teachers must equip English language learners (ELLs) with the necessary speaking skills to excel in real-life situations. Unfortunately, oral skills have been largely neglected in the current EFL/ESL teaching environment, even though employability relies more on communication than technology. Insufficient attention to important language elements such as phonology, morphology, semantics, and syntax has hindered English language learners' acquisition of speaking skills. Reading and writing skills have received more emphasis thus far. Recognizing the significance of oral communication skills, there is now a greater emphasis on developing learners' oral proficiency to ensure their academic success and future career achievements.

Moreover, English language proficiency opens doors to employment opportunities and facilitates the accomplishment of personal goals (Rao, 2019, p. 8).

2.4. Elements of oral performance

According to Nigmatullaevna (n.d.), oral performance encompasses four key elements:

- 1) **Fluency:** One of the primary objectives of teaching speaking skills is to develop oral fluency. Fluency refers to the ability to express oneself clearly, coherently, and accurately without excessive hesitation. It is crucial for maintaining the interest of listeners and ensuring effective communication. To achieve fluency, teachers should encourage learners to freely use their own language to express ideas, rather than relying on imitation. It is worth noting that fluency is not solely about speaking quickly; even native speakers pause at times to allow their interlocutors to comprehend what they are saying.
- 2) **Accuracy:** While fluency is important, accuracy should not be overlooked. Many language learners prioritize fluency over accuracy, but without grammatical correctness and completeness of language form, speakers may not be understood, and their listeners may lose interest. Therefore, learners should pay attention to the grammatical structure, vocabulary usage, and pronunciation when producing spoken language.
- 3) **Grammar:** The ability to use grammatical structures appropriately and effectively is crucial for oral proficiency. This includes understanding the complexity and length of utterances, as well as using subordinating clauses. It is important to note that the grammar of spoken language differs from that of written language.
- 4) **Vocabulary:** Selecting appropriate words during speech is an essential aspect of oral proficiency. Learners often face difficulties when trying to express their thoughts due to a lack of suitable vocabulary or incorrect word usage. Therefore, students should aim to use words accurately and expand their vocabulary to improve their speaking skills.
- 5) Additionally, **pronunciation** plays a significant role in speaking English. English pronunciation is often perceived as challenging by both native and non-native speakers. Those who wish to develop their English speaking skills should focus on practicing

pronunciation. This includes understanding different sounds, their characteristics, and where they are produced in the mouth. Learners should also be aware of stress patterns, intonation, and when to use rising or falling intonation. Mastering these aspects of pronunciation enables effective communication and better understanding of spoken English.

In summary, learners should strive to construct grammatically correct sentences and utterances, choose appropriate words based on the context, and employ intelligible pronunciation while maintaining a smooth pace and rhythm when speaking. It is important to note that psychological factors also play a significant role in one's performance in speaking English, in addition to the technical aspects (Cendral & Sulindra, 2022, p. 380).

To speak English accurately, learners should also focus on mastering the phonological rules and becoming familiar with the various sounds and their pronunciations. Understanding stress, intonation, and pitch further enhances the ability to speak English easily and effectively (Leong & Ahmadi, 2017, p.36).

2.5. Factors impacting oral performance

To support students in overcoming challenges in oral performance, teachers must identify the factors that influence their speaking performance. Previous research indicates that students' oral abilities can be impacted by various factors. These factors include performance conditions such as time pressure, planning, standards of performance, and the level of support provided. Affective factors, such as motivation, confidence, and anxiety, also play a significant role. Additionally, students' listening ability, which involves understanding what is being said to them, is crucial for successful conversations. Topical knowledge refers to the speakers' awareness of relevant information related to the topic of discussion. This knowledge enables learners to use language with reference to their real-world experiences. Feedback

during speaking activities is vital, and teachers should provide positive corrections and encouragement when addressing students' mistakes (Prayuda, 2021, p. 26).

According to Derakhshan, Khalili, and Beheshti (2016, p. 181), researchers have identified several factors that affect oral performance:

- a) **Cognitive Factors:** Oral performance involves processes such as conceptualization, formation, and articulation. Conceptualization involves selecting the appropriate information to convey meaning. Formulation refers to choosing the right words and grammatical structures. Articulation requires proper use of the articulatory organs. Since these processes occur simultaneously, learners are prone to making mistakes, especially in face-to-face communication. Speaking often involves hesitations, false starts, grammatical errors, and a limited vocabulary. It can be challenging to focus on all aspects simultaneously. Emphasizing accuracy too much may hinder fluency, while excessive focus on fluency may result in a lack of accuracy.
- b) **Linguistic Factors:** The proper use of language forms is crucial for oral proficiency. Linguistic factors include pronunciation, grammar, and vocabulary. Pronunciation significantly influences intelligibility. Grammar plays a fundamental role in learning the structure of English, but it is more important to apply grammar correctly in speech than to focus solely on accuracy. Vocabulary is essential for English as Foreign Language (EFL) learners, as it forms the foundation of any language. EFL learners need to build a substantial vocabulary in their long-term memory.
- c) **Affective Factors:** Anxiety and self-restriction have a considerable influence on learners' oral proficiency. Anxiety, in particular, significantly hinders the learning process. Learners who worry about being perceived as "wrong, stupid, or incomprehensible" experience a significant impact on their speaking performance. Many EFL learners experience stress in class, especially when they are unexpectedly

asked to speak without prior preparation. Excessive nervousness can leave learners at a loss for words, impairing their achievement in the foreign language classroom. Taking risks is considered essential for successful second language learning, so EFL learners need encouragement to speak confidently and gradually enhance their oral competence. Motivation is believed to be the most significant factor that educators can target to facilitate learning.

Roosdianna et al. (2018), as cited in Cendral & Sulindra (2022, p. 381), identified three factors that hinder students' oral competence: lack of confidence, limited vocabulary, and having too many topics to talk about. These issues prevent students from gaining confidence in their oral communication skills and limit their ability to communicate effectively in an academic setting.

2.6. Oral performance difficulties

In the classroom, teachers often encounter several challenges when it comes to helping students improve their oral performance. These challenges include inhibition, a lack of topical knowledge, low participation, and the use of the students' mother tongue.

- a)** Inhibition is the first problem learners face when expressing themselves in class. They may feel hesitant and restrained when trying to speak up, fearing mistakes and criticism. The attention from their peers can also make them self-conscious. Research has shown that the language classroom itself can contribute to these inhibitions and apprehensions.

- b)** The second problem is that learners sometimes struggle to come up with things to say and lack the motivation to express themselves. This could be due to teachers selecting topics that are not relevant or interesting to the students, or the students lacking sufficient information on the given topic. When asked to speak in a foreign language,

learners often struggle because they have limited opinions, vocabulary, and grammar knowledge to express themselves.

- c) Low participation is the third challenge in oral sessions. In large classes, each student has limited opportunities to talk, as only one student can talk at a time while others listen. This leads to some learners dominating the conversation while others participate very little or not at all.
- d) Lastly, when students share the same mother tongue, they tend to rely on it during speaking activities because it is easier for them. Research suggests that learners resort to their mother tongue for a couple of reasons. First, when asked to discuss a topic they have limited knowledge of, they naturally turn to their native language. Second, using their mother tongue feels more comfortable and natural. If teachers do not encourage learners to speak English, they will default to using their first language to communicate with their classmates (as cited in Leong & Ahmadi, 2017, p. 36)

Many learners of English as a foreign language (EFL) consider oral performance to be the most challenging skill. Consequently, learners face some common problems when it comes to speaking:

1. **Lack of Vocabulary:** Learners need a substantial vocabulary to effectively communicate. In real-life conversations, correct grammar is not as crucial as conveying the intended meaning and responding appropriately.
2. **Poor Pronunciation:** is a vital aspect of learning a foreign language. Correct pronunciation is necessary for developing speaking skills. If a speaker consistently mispronounces sounds, it becomes challenging for listeners from different language backgrounds to understand them.

3. Grammar Difficulties: Without a good understanding of grammar rules, students will struggle to communicate effectively in English. Learning grammar structures incrementally is important, as attempting to grasp them all at once can lead to difficulties, as noted by Celce-Murcia (2001) as cited in (Andriani, Muljanto and Hamzah, 2019)

The problems that learners face in speaking can be categorized into two areas: knowledge factors and skill factors. Knowledge factors refer to the linguistic knowledge a speaker possesses for oral production. Skill factors indicate that learners' knowledge is not yet automated enough to ensure fluency. Effective English speakers should have:

- **Linguistic knowledge:** understanding the purpose of speaking, whether transactional or interpersonal.
- **Discourse competence:** the ability to connect and organize individual utterances effectively.
- **Pragmatic competence:** understanding the specific language use and contexts, including the purpose of communication.
- **Grammatically correct English:** speaking with proper grammar.
- **Wide vocabulary range:** having a broad range of words at their disposal.
- **Good pronunciation:** being able to articulate sounds accurately (Islam, Ahmad, & Islam, 2022 p.50).

2.7. Oral communication strategies

Oral performance plays a crucial role in the process of learning a foreign language. However, not all learners are able to master this skill due to various factors such as motivation, cognitive abilities, and contextual influences. Effective communication requires not only a strong grasp of the language itself but also sociolinguistic awareness, the ability to use language appropriately in different social settings, and discourse competence, the skill of

organizing and structuring spoken language. Additionally, learners need to possess strategic competence, which involves using communication strategies to compensate for any deficiencies in vocabulary or other language skills (Manzano, n.d., p. 84).

In the context of English language learning, oral skills are an integral part of everyday communication and require practice. Learners should engage in activities like short dialogues, asking and answering questions to develop their speaking abilities (Derakhshan, Khalili, & Beheshti, 2016, p. 177). These activities can help learners become more comfortable with oral performance and using the language in a natural way. Engaging in dialogues also helps learners develop their pronunciation and intonation skills. Additionally, it can help learners become more familiar with the grammar, vocabulary, and idioms used in everyday conversation.

English learners may encounter challenges when expressing their ideas in English, particularly if they have a limited vocabulary. To overcome this limitation, some learners rely on oral communication devices or strategies to effectively convey their message (Kongsom, 2016, p. 40). These strategies include using gestures, facial expressions, and other visual aids to supplement their verbal communication. This can help to bridge the gap between their limited vocabulary and their desired message. Furthermore, it can lead to improved communication skills and confidence.

Selinker (1972) as cited in Belaman et al. (2022) highlighted the importance of communication strategies for successful oral presentations. He identified five processes—language transfer, second language communication strategies, transfer of training, second language learning strategies, and over-generalization—that are related to the mistakes learners make during oral presentations. Selinker argued that communication strategies assist learners in coping with challenging situations during oral communication (Belaman et al., 2022). He

suggested that learners need to recognize their mistakes and learn to use communication strategies to improve their oral presentations. Additionally, he suggested that teachers should provide feedback and guidance to help learners develop their communication strategies.

Goh and Burns (2012) propose that oral competence can be thought of as “combinatorial,” involving the use of linguistic knowledge, core speaking skills, and communication strategies, which must all cohere simultaneously to constitute oral competence and to facilitate fluent and intelligible speech production. Linguistic knowledge encompasses structure, meaning, and use, through four types of knowledge: phonological, grammatical, lexical, and discourse. Core Speaking Skills is how to proceduralise or ‘put into action’ such knowledge through use in different contexts. Four broad categories of core speaking skills for proceduralization can be outlined: pronunciation, speech function, interaction (or discourse) management, and discourse organisation skills. Communication strategies enable speakers to deal with the constraints of cognitive processing in a situation where face-to-face interaction is rapid, spontaneous, and unpredictable (Burns, 2017, p. 243-244). By understanding how to appropriately pronounce words, use speech functions such as intonation, manage interactions, and organize discourse, speakers will be better able to convey their message in a clear and concise way. Additionally, communication strategies allow speakers to anticipate and adjust to potential misunderstandings, as well as to use language in appropriate ways for different contexts and audiences.

2.8. Teaching oral performance

In the 1980s, the introduction of communicative language teaching brought about changes in syllabus design and teaching methods, which continue to influence how oral performance is taught today. Instead of focusing solely on grammar, communicative syllabuses were developed, emphasizing notions, functions, skills, tasks, or other non-grammatical units. The aim shifted towards fluency in oral courses, achieved through

activities like information-gap tasks that encouraged learners to engage in real communication despite their limited proficiency in English. This approach allowed students to develop communication strategies and engage in meaningful interactions, both of which were considered crucial for improving their oral skills (Richards, 2009, p. 2).

Teachers have a significant role to play in promoting interaction and developing oral proficiency. They serve as role models by demonstrating fluency and accuracy in spoken language. Furthermore, teachers stimulate learners to practice the target language by asking questions and engaging them in oral drills. Encouraging students to ask questions to both the teacher and their peers fosters discussion and encourages the expression of ideas orally (Hussain, 2018, p. 19).

Andriani, Muljanto and Hamzah (2019) argue that teaching oral performance can be challenging, particularly when English is not the students' first language. They face various difficulties in learning it. However, teachers have an important role in motivating students to speak and share their ideas in the classroom to create an engaging learning environment.

There are four principles for teaching oral performance:

- 1) Balancing practice with both fluency and accuracy.
- 2) Providing opportunities for students to speak through group work or pair work, while minimizing teacher talk.
- 3) Planning speaking tasks that require negotiation for meaning.
- 4) Designing classroom activities that offer guidance and practice in both transactional (functional) and interpersonal (social) speaking.

2.9. Assessing oral performance

When planning oral activities, it is important to determine the expected level of performance for an oral task and establish the criteria that will be used to assess student

performance. Whether the activity aims to develop talk for interaction, transaction, or performance, it is crucial to consider what successful completion of the activity entails. The criteria used to assess a student's oral performance during a classroom activity will depend on the type of talk being used and the nature of the activity itself. In oral activity when talk is used as performance, the assessment criteria will be quite different. This may include factors such as clarity of presentation, which assesses how well the speaker organizes information in a way that is easily understandable. Additionally, the use of discourse markers, repetition, and stress to emphasize key points and enhance the structure of the lecture for listeners may also be considered. Different speaking activities, such as conversations, group discussions, and speeches, impose varying demands on learners. They require different levels of preparation, support, and, naturally, different criteria to evaluate how effectively students engage in them (Richards, 2009, p. 33-34).

Interestingly, despite its widespread use in many countries across academic subjects, Iannone and Simpson (2015) believed that oral assessment has often been overlooked in research on assessment in higher education. However, a researcher has developed a comprehensive categorization system for oral assessments based on various dimensions. These dimensions include the purpose of the assessment (knowledge and understanding, problem-solving ability, interpersonal skills, or personal qualities), the nature of the interaction (presentation, dialogue, or a combination), the structure of the assessment (closed or open-ended), the authenticity of the assessment (simulated real-world situations or de-contextualized), and the medium used (purely oral or incorporating other media). Therefore, the term "oral assessment" can encompass a wide range of variations and approaches, reflecting the diverse ways in which it is implemented.

2.10. Oral performance and language learning

Oral performance is considered an art form, and in order to excel in it, students should:

- Engage in natural and polite conversations, including greetings and other expressions.
- Participate in dialogue by asking and answering questions, both with their classmates and the teacher.
- Work towards expanding their vocabulary, developing fluency, and achieving accuracy.
- Make efforts to improve their pronunciation, appropriate intonation, and stress when expressing ideas and emotions (Hussain, 2018, p. 20).

Many students mistakenly equate the ability to speak a language with knowing the language itself, often seeing language learning as solely focused on speaking. The success of language learning is often measured by the ability to hold a conversation in the target language. Consequently, if language learners do not learn how to speak or lack opportunities to speak in the language classroom, they may quickly become demotivated and lose interest in learning the language. This challenge is particularly prevalent in EFL (English as a Foreign Language) contexts where learners have limited chances to speak English. In reality, oral activities in EFL classrooms are often constrained. However, by implementing appropriate activities in an effective manner, oral performance in class can become an enjoyable medium for student interaction, ultimately enhancing language learners' motivation (Bahrani & Soltani, 2012, p.25).

2.11. Enhancing oral performance

Hussain (2018) suggests various classroom activities and tasks that can be employed to enhance oral communication skills. These practices include repetition of rhymes, look and say exercises, oral composition, pronunciation drills, read aloud sessions, open-ended stories, narration, and description of festivals, celebrations, and occasions. Additionally, function-based activities play a significant role in developing oral skills.

1. **Dialogue:** This technique involves practicing language functions such as greetings, agreements, disagreements, apologies, suggestions, and seeking information through interactive conversations.
2. **Role-play:** A popular technique where students engage in speaking activities by assuming different roles. There are three types of role-plays: those with clues, totally guided ones, and free-form role-plays.
3. **Opinions/Ideas:** Encouraging discussion on controversial topics or situations allows learners to express their opinions. Group discussions can be organized, enabling students to communicate their ideas effectively.
4. **Group work:** Problem-solving activities require students to engage in language usage while tackling challenges. This fosters speaking skills as learners collaborate to find solutions.
5. **Surveys and Interviews:** This technique involves conducting surveys or interviews to gather information, opinions, preferences, and attitudes from individuals, promoting oral communication.
6. **Visual Comprehension:** Students are provided with a picture or visual material, and they have to observe it carefully and answer questions posed by the teacher. This activity enhances speaking skills.
7. **Dreams or Ambitions:** By discussing their personal dreams and ambitions, learners engage in open-ended conversations, providing many opportunities for oral interaction.
8. **Rhymes and Tongue Twisters:** Using rhymes and tongue twisters in a fun and interactive manner helps students acculturate to the English language, contributing to their speaking skills.

9. Songs: Incorporating songs into language learning activities allows students to enjoy the process while developing their speaking skills. For example, simple question forms can be practiced through song lyrics.

In addition to these activities, Bahrani and Soltani proposed strategies (2012, p.27) to facilitate the development of oral skills:

- **Minimal Responses:** Encouraging learners to use minimal responses helps them participate in conversations by using phrases that indicate understanding, agreement, doubt, and other responses to what others are saying.
- **Script Awareness:** Recognizing the predictable patterns or scripts associated with various communication situations (greetings, apologies, compliments, etc.) helps students anticipate and respond appropriately, improving their oral performance.
- **Clarification and Comprehension Strategies:** Instructors can empower students by providing strategies and phrases for seeking clarification or checking comprehension. By creating an authentic practice environment, learners gain confidence in managing communication outside the classroom.
- **Focus on Oral Competence:** Many language learners prioritize oral competence as the ultimate measure of language proficiency. Instructors should provide authentic practice opportunities to develop grammatically correct, contextually appropriate, and well-pronounced spoken language skills.

In conclusion, these activities and strategies contribute to the overall development of oral communication skills among language learners.

2.12. Intercultural communicative competence and oral performance

In courses that focus on developing oral skills, students have an excellent opportunity to raise and discuss meaningful issues that directly influence their lives. These courses are

particularly valuable because they aim to equip students with effective speaking abilities that can be applied in a global context. This requires not only knowledge of speaking principles but also an understanding of intercultural differences. As Dhanesh (as cited by Oshin, 2017, p. 4) points out, any attempt at oral communication that ignores the diverse and multicultural nature of the audience is likely to fail. In the 21st-century workplace, there is a growing demand for employees who can adapt, solve problems, and thrive in a global and culturally diverse environment. As teachers, it is important to provide students with a comprehensive educational experience. This means going beyond traditional academic learning and technical skills to foster classroom experiences that encourage problem-solving, creative communication, collaboration, and engagement with their communities and the world. The goal is to cultivate innovative ideas and solutions. Therefore, these courses use a variety of instructional methods and activities to help students develop the skills and knowledge that are necessary to effectively communicate in a global context. This includes activities such as simulations, role-playing, and activities that focus on cultural sensitivity.

Oral production is an important aspect of human communication. People can communicate with each other, get information from one to another and interact. Language has a big role in human life to make a relation in multicultural environment. . According to Riadil (2020), oral performance provides individuals with a valuable skill that contributes to the betterment of their communities and countries.

Lysiuchenko, Sydorenko, Oleksiienko, Lysenko, and Hulych (2021) emphasize that intercultural communication competence goes beyond the traditional language activities of listening, reading, speaking, and writing. It encompasses the ability to establish connections with individuals from different cultures, achieve mutual understanding with foreign colleagues, and navigate cultural differences in collective and individual worldviews. Developing intercultural communicative competence is crucial for today's students pursuing

higher education. This competence is fostered through foreign language learning and direct communication with representatives of diverse cultures. It requires a conscious awareness of one's own cultural identity and a respectful approach to other cultural communicative values while maintaining personal communicative comfort (p. 1203-1204).

Conclusion

In conclusion, this chapter emphasized the central role of oral performance in English Language Teaching and Learning. When learners develop their oral skills, they can become more confident and competent communicators. Moreover, they can overcome their oral difficulties with the appropriate support, effective instruction, and consistent practice. Furthermore, oral performance goes beyond the language proficiency and has direct link to intercultural communicative competence that makes the learners aware when they engage with people from diverse cultural backgrounds. That is to say, fostering intercultural communication skills can enhance learners' oral performance and promote understanding and empathy in intercultural oral interaction.

Chapter Three:

Fieldwork

Introduction

The previous chapters reveal the study of two main variables; they highlighted the main aspects in intercultural communicative competence as well as various elements that effect in oral performance. On the other hand, this chapter is entirely devoted to the practical fieldwork, which is descriptive investigation into the contribution of ICC in enhancing learner's oral performance. The questionnaires were designed to determine the different perspectives of the teachers and the students. This chapter cover the results of the questionnaire as well as it includes the discussion of the findings and limitations of this study.

3.1. Population and Instrument

This dissertation aims to investigate the contribution of intercultural communicative competence in enhancing learner's oral performance. First year at the department of English at Mohammed Khider of Biskra, during the academic year 2022- 2023 were chosen to be the population of this study. To conduct this research, seven teachers (03 teachers of oral expression and 04 teachers of culture of the language) were chosen to identify their opinions and feedback about the influence of intercultural communicative competence aspects in developing learners' oral skills. In addition to sixty students from the population were chosen randomly to gather a diverse range of backgrounds, abilities and perspectives. Furthermore, one tool was employed for this study, a questionnaire to teachers and students.

3.2. Methodology

This research is based on a questionnaire to teachers and first year LMD students. This questionnaire is designed according to the literature review of the first and second chapters of this dissertation. The initial drafts of the questionnaire was revised by an expert (the supervisor of this study) in order to check its validity.

On one hand, the correct version of the questionnaire was submitted by hand to seven teachers of culture of the language and oral expression. This questionnaire consists of (15) questions. The majority of them are open-ended questions, which seeks to collect comprehensive responses. It also includes close-ended questions where the teachers asked to answer by yes or no.

The teachers' questionnaire is separated into three sections; the first section seeks to obtain some information about the teachers' background: the modules that they teach, the years of teaching these modules and their experiences with people from the English culture.

The second section is about Intercultural communicative competence. It focus on to explore the teachers' perspective on ICC. Moreover, it aims to understand the cultural challenges that arise when communicating with native English speakers, the importance of intercultural nonverbal communication, and the impact of learners' L1 culture on learning the target culture. As well as the influence of English intercultural awareness on language use, the knowledge that Algerian EFL tertiary learners required to be intercultural communicators, learners' attitudes about target language culture, and teachers' assessment of learners' ICC.

The third section deals with the learners' oral performance. It aims to investigate the teachers' views on learners' oral skill. This section concerns with the difficulties that the teachers find in learners' oral performance, the importance of oral skill in EFL classes, the cultural tasks used by teachers to enhance learners' oral competence and the impact of ICC in learners' oral performance, as well as the prerogatives of an intercultural communicative speaker.

On the other hand, the students' questionnaire was administered online through social media platforms as well as by hand to students. It consists of four sections that targeting various aspects of ICC and oral performance of English learners. The questions of those

sections are combination of open-ended and close-ended questions, where the students are asked to tick in the box in some questions and to give explanations, opinions and perspectives in the others.

The first section includes (03) questions that focus on gathering basic information about the students' background in English studies. Questions include inquiries about gender, the number of years of studying English, and the reasons behind their choice to study English at the university.

The second section aims to explore the students' experiences and understanding of ICC. The (04) questions in this section inquire whether the students have opportunity to communicate with English native speakers and if they encounter cultural misunderstanding. In addition to how learning cultural aspects enhance their ICC and the importance of knowing the similarities and the differences between Algerian and British cultures.

The third section is consisting of (04) question related to the learners' oral performance. It covers the difficulties that the learners face in oral performance, their opinions on the most important skills for effective oral communication, how ICC awareness affects their oral skill and the cultural activities that they use to enhance their ICC and oral performance.

The last section is about the assessing of ICC. It divided into two parts (A and B), to evaluate the students' ICC in different contexts. Part A asks about encounters with foreign people in their own country, while part B focuses on interactions when the students are in other country. This section aims to gauge their ability to adapt and communicate effectively in diverse cultural settings.

3.3. Results

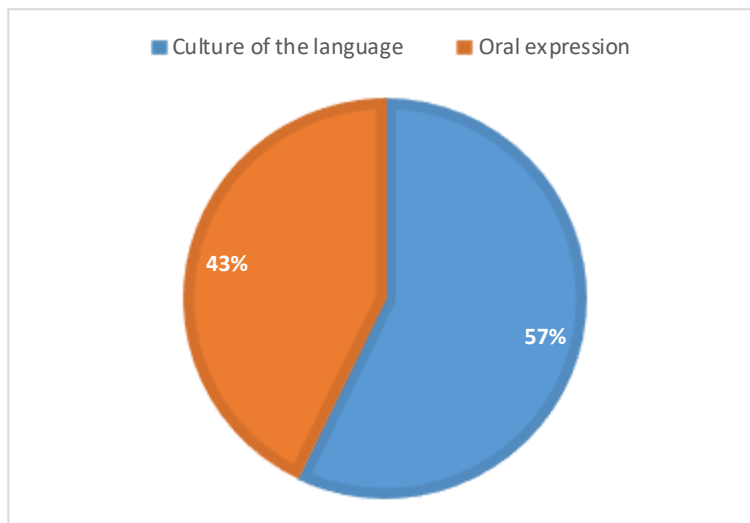
3.3.1. Analyses of teachers' questionnaire

Section one: General information

Item1: Are you teaching or have taught Culture of the language/ Oral expression?

Table 1: The module that teacher sample teach

Options	Participants	Percentage
Culture of the Language	4	57.10 %
Oral expression	3	42.90%
Total	7	100%



Graph 1: the modules that the teachers sample teach

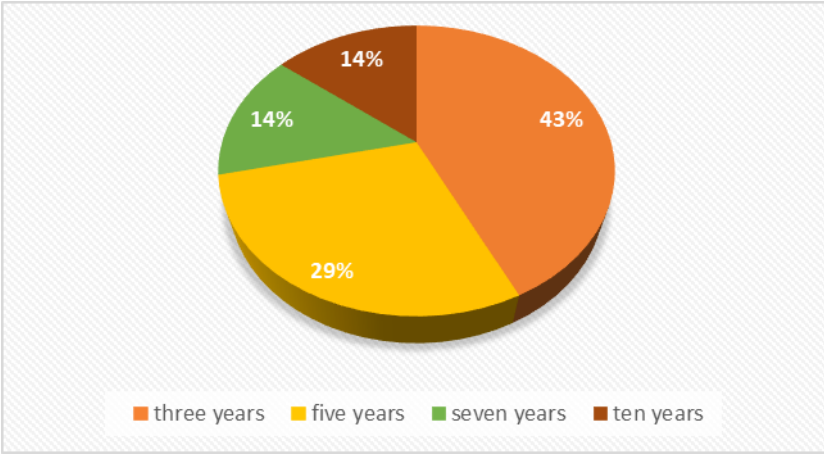
Based on the provided result, it can be observed that out of the seven teachers who responded the questionnaire, there are four teachers (57%) teach culture of the language module, while three teachers (43%) teach oral expression. Results suggests that there is significant focus on teaching the culture compared to oral expression. However, it is important to note the sample size in this study is relatively small. Therefore, the results may

not be fully representative of the overall distribution of the modules taught within the university.

Item 2: For how long have you been teaching (or have taught) Culture of the Language/Oral Expression?

Table 2 : The years of teaching culture of the language/ oral expression

Options	Participants	Percentage
Three years	3	42.90%
Five years	2	28.60%
Seven years	1	14.30%
Ten years	1	14.30%
Total	7	100%



Graph 2: The years of teaching culture of the language/ oral expression

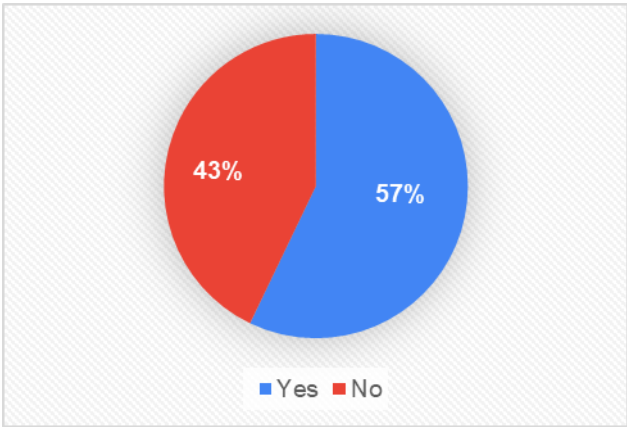
The results shows that there are three teachers representing (42.90%) of the total who have 3 years of teaching experience. This is the largest group in terms of the number of the teachers. There are two teachers (28.60%), who have 5 years of teaching. This is the second-largest group. There is also one teacher (14.30%) has seven years of teaching experience. In addition, there is one teacher represents also (14.30%) has ten years of teaching experience.

From this, the data suggests that many teachers in this group are relatively new to profession; fewer have accumulated more years of experience. The findings indicate a potential dynamic and evolving community of teachers in the field of culture and oral performance teaching, with an increasing number of teachers gaining expertise as they progress in their careers.

Item 3: Have you ever had a broad experience with other teachers /students from the target culture, i.e., English?

Table 3: Teachers’ communication with English native speakers

Options	Participants	Percentage
Yes	4	57.10%
No	3	42.90%
Total	7	100%



Graph 3: The teachers’ communication with English native speakers

As what is shown in the table 3, there are four teachers (57.10%) responded positively which indicates that they have engaged in communication with English native speakers. while three teachers (42.90%) responded negatively which states that they have not had communicate with English native speakers. The majority of teachers have had communication experience with natives. This suggests that these teachers had opportunities to interact with individuals who are fluent in the English language through various means such as

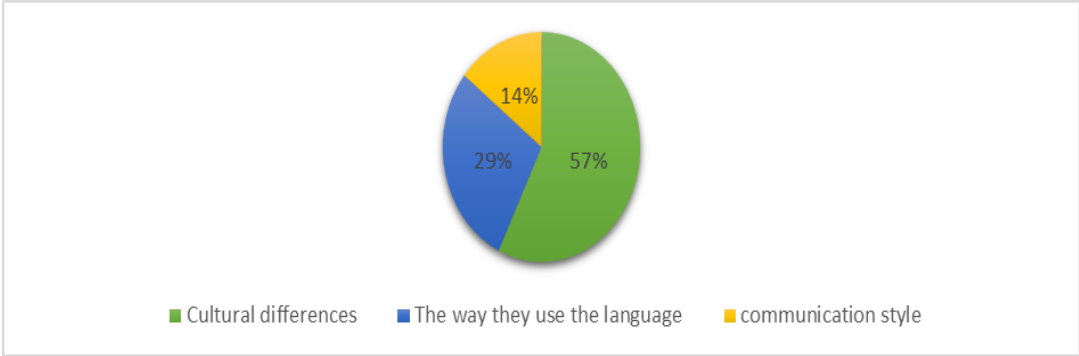
international collaboration or interaction in multicultural environments. Whereas, the smaller proportion of teachers indicated that they might have had limited exposure or few chances for direct interactions with natives.

Section two: Intercultural Communicative Competence

Item 4: What are the cultural challenges that you face when communicate with native English speakers?

Table 4: The cultural challenges in Intercultural Communication

Options	Participants	Percentage
Cultural differences	4	57.1%
The way they use the language	2	28.6%
communication style	1	14.3%
Total	7	100%



Graph 4: the cultural challenges in Intercultural Communication

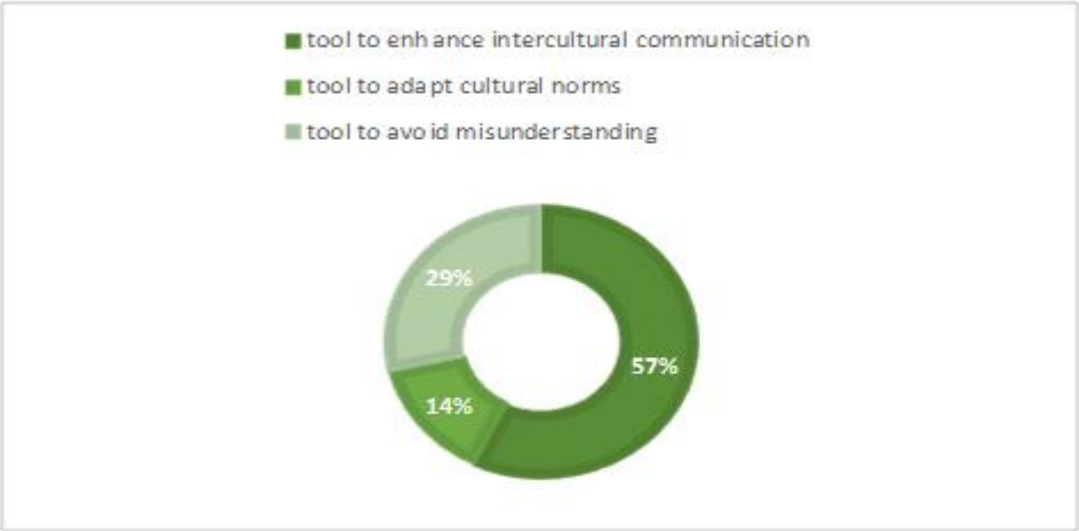
As it clearly observed, four teachers representing (57.1%) of the total, identified cultural differences as a significant challenge in intercultural communication. Two teachers (28.6%) highlighted the challenge of language usage as a factor in intercultural communication. One teacher (14.3%) mentioned communication style as challenge. These results indicates that understanding and navigating cultural differences is crucial for successful intercultural

communication. Teachers might need to develop cultural competence, language proficiency, and an awareness of different communication styles to effectively engage in intercultural communication contexts.

Item 5: Why do learners need to be aware of how to communicate nonverbally to avoid the intercultural communicative failure with English native speakers or even with their teachers?

Table 5 : The importance of intercultural nonverbal awareness

Options	Participants	Percentage
tool to enhance intercultural communication	4	57.10%
tool to adapt cultural norms	1	14.30%
tool to avoid misunderstanding	2	28.60%
Total	7	100%



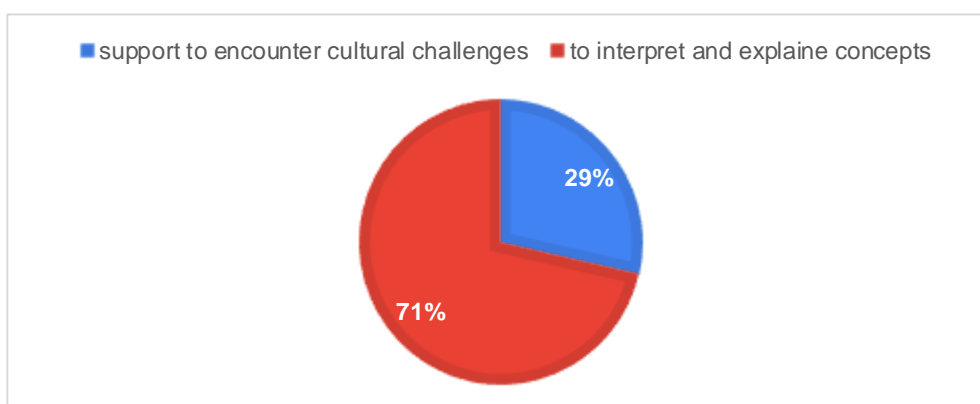
Graph 5: The importance of intercultural nonverbal awareness

As both the table and the graph show, the majority of teachers (four teachers represent 57.10%) answered that intercultural nonverbal communication used as a tool to enhance intercultural communication. One teacher (14.30%) claimed that it is a tool to adapt cultural norms. However, two teachers (28.60%) mentioned that it is a tool to avoid misunderstanding. The results emphasizes the teachers' awareness of the significant role that intercultural nonverbal communication plays in facilitating effective communication, adapting to cultural norms, and the reducing the likelihood of misunderstandings in intercultural interactions. It underscores the recognition of nonverbal cues as a vital component of successful intercultural communication.

Item 6: How does learner's L1 culture affect the learning of the target culture?

Table 6: The interference of L1 in learning target culture

Options	Participants	Percentage
Support to encounter cultural challenges	2	28.60%
To interpret and explain concepts	5	71.40%
Total	7	100%



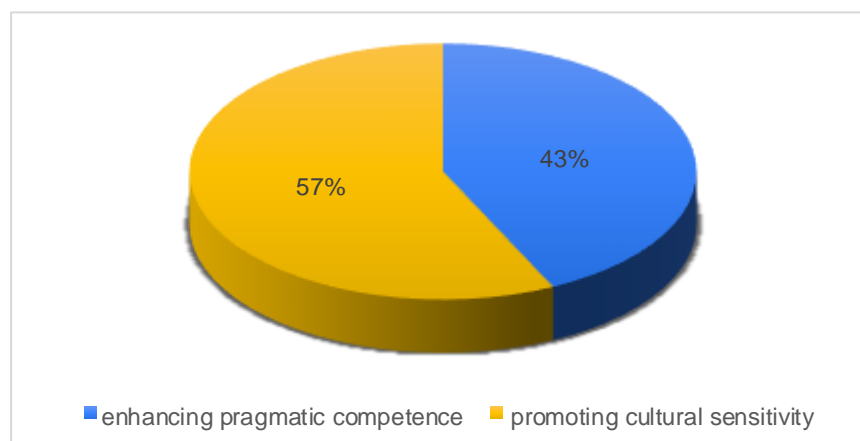
Graph 6: The interference of L1 in learning target culture

Two teachers accounting for (28.60%) believe that the learners' L1 provides support in facing cultural challenges. Whereas five teachers (71.40%) claim that it used to interpret and explain concepts related to the target culture. The teachers' perception is that the learners' native language is not a hindrance but it is a valuable asset that aids in the learning process, enabling a deeper understanding of cultural concepts and potentially assisting learners in navigating and addressing cultural challenges.

Item 7: In your opinion, how does English intercultural awareness influence the use of the English Language?

Table 7 : The influence of intercultural awareness in the use of English language

Options	Participants	Percentage
Enhancing pragmatic competence	3	42.90%
Promoting cultural sensitivity	4	57.10%
Total	7	100%



Graph 7: The influence of intercultural awareness in the use of English language

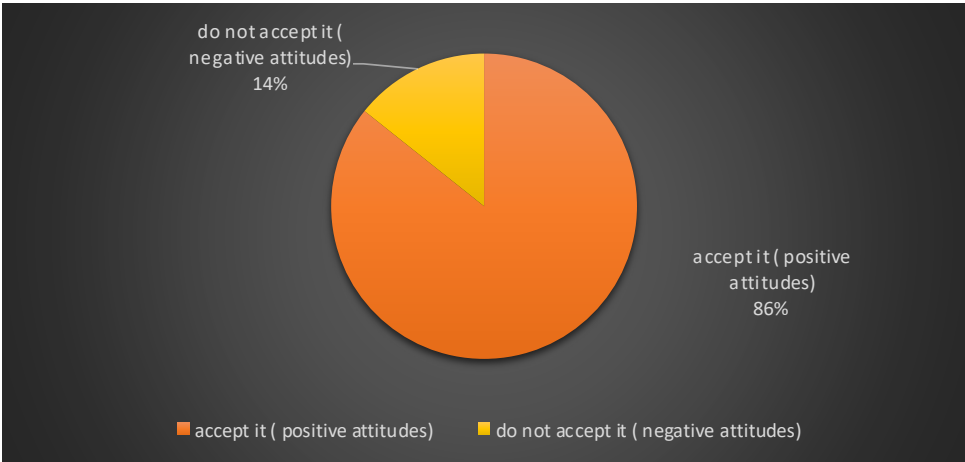
Based on the data founded on the table and the graph, there are three teachers (42.90%) state that intercultural awareness enhance pragmatic competence in the use of English language, while four teachers (57.10%) believe that it promotes cultural sensitivity. The

varying viewpoints demonstrate that different teachers may prioritize different aspects of intercultural awareness in their teaching methods. That means, these perspectives reflect the recognition of the value of intercultural awareness in language learning either from linguistic or socio-cultural perspective and identify its positive influence on learning process.

Item 8: In EFL classes, how do you think the learners perceive target language culture?

Table 8: Teachers’ perspectives about learners’ attitude toward the target culture

Options	Participants	Percentage
Accept it (positive attitudes)	6	85.70%
Do not accept it (negative attitudes)	1	14.30%
Total	7	100%



Graph 8: Teachers’ perspectives about learners’ attitude toward the target culture

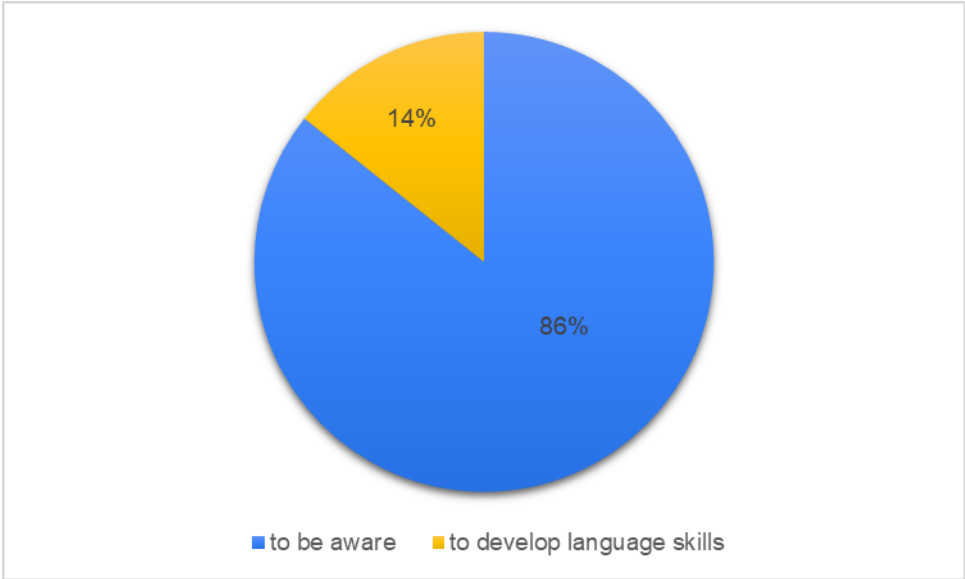
As the results shows, six teachers (85.7%) state that learners perceive the target culture in a positively. However, one teacher (14.30%) mentions that they perceive it in negative way. The first perception suggests that the learners have favourable view and outlook toward the culture they are studying that enhance their motivation and participation in learning activities.

While the second indicates that some learners who have negative attitude toward the culture, they may harbour reservation, biases, or negative stereotypes about the target culture, which can result a lack of interest to engage with it.

Item 9: What do EFL tertiary learners need to know to be intercultural communicators and understand their own and other’s culture?

Table 9: ICC requirements

Options	participants	percentage
To be aware	6	85.70%
To develop language skills	1	14.30%
Total	7	100%



Graph 9: ICC requirements

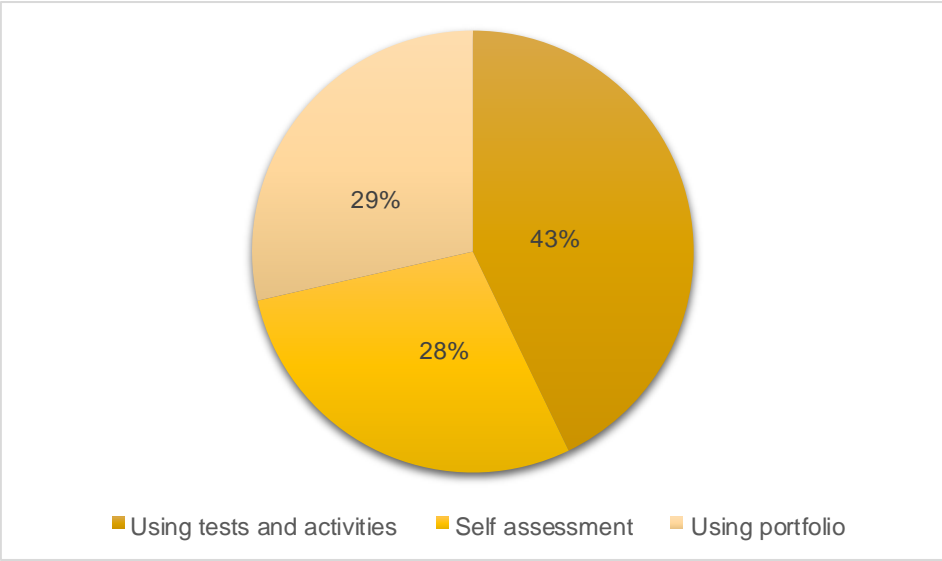
The given data appears that there are six teachers accounting for (85.70%) indicates that being aware is crucial for ICC. However, one teacher, represent (14.30%) from the total, believes that the EFL learners should develop their language skill to be intercultural communicators. From this analysis, those teachers who prioritize the cultural awareness

recognize its role in promoting respectful interactions and minimizing misunderstanding and the teacher emphasizing language skills believes that strong language proficiency enables learners to engage confidently, accurately, and appropriately in intercultural communication.

Item 10: How do you assess your learners’ intercultural communicative competence?

Table 10: Teachers’ assessment of ICC

Options	Participants	Percentage
Using tests and activities	3	42.9%
Self-assessment	2	28.6%
Using portfolio	2	28.6%
Total	7	100%



Graph 10: Teachers’ assessment of ICC

Based on these results, three teachers (42.9%) use tests and activities to assess their learners’ level of ICC, two teachers (28.6%) let the learners assess themselves, and two teachers (28.6%) use portfolio to assess them. These results suggests that teachers adopt various assessment approaches to evaluate ICC among students. Some use traditional assessment methods, such as tests and activities, to measure students’ knowledge and

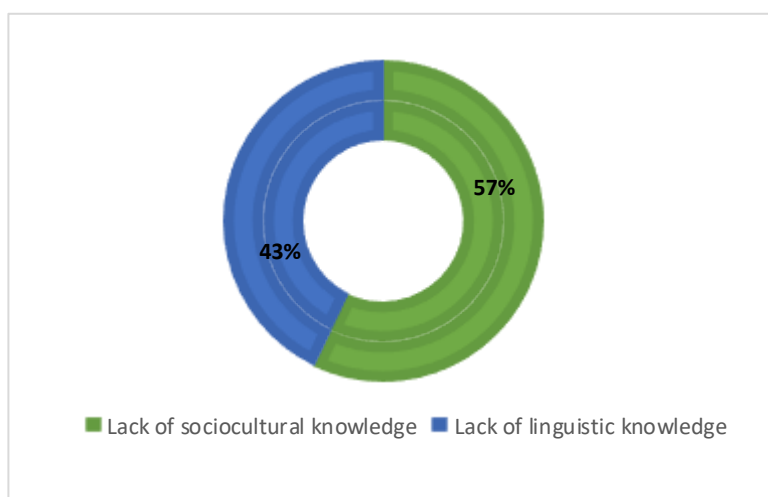
understanding of ICC. Others focus on self-assessment, enabling students to evaluate their own progress and reflect on their intercultural skills. Additionally, the use of portfolio provides a more comprehensive assessment by capturing students' growth and development in intercultural communication through a collection of their work.

Section two: Learners' oral performance

Item 11: Why do some EFL Learners face challenges when they speak especially with native speakers or with more knowledgeable others?

Table 11: Teachers' view about learners' oral performance difficulties

Options	Participants	Percentage
Lack of sociocultural knowledge	4	57.10%
Lack of linguistic knowledge	3	42.90%
Total	7	100%



Graph 11: Teachers' view about learners' oral performance difficulties

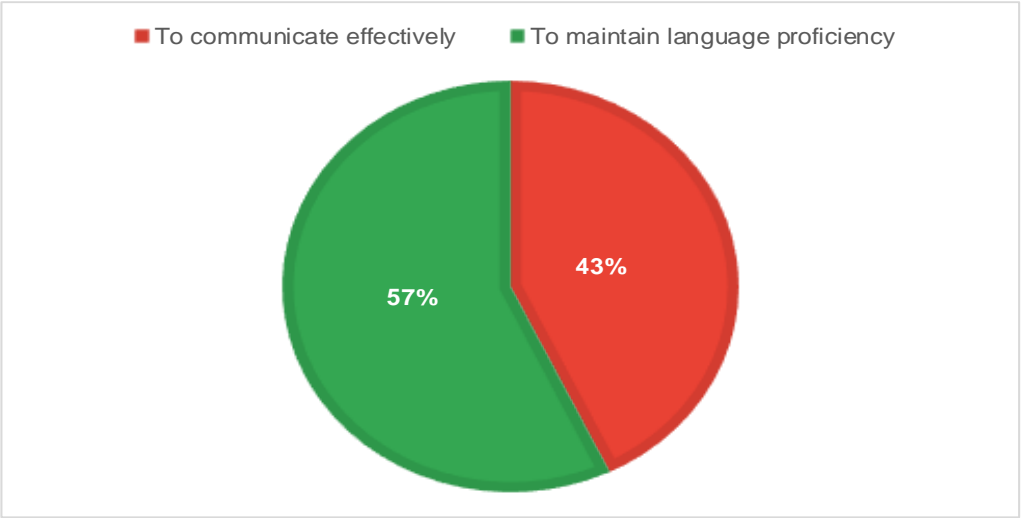
The results obtained demonstrate that four teachers (57.10%) consider the lack of sociocultural knowledge is the difficult factor that encounters learners' oral performance, and three teachers (42.90%) claim that it is the lack of linguistic knowledge. Overall, teachers identify to key factors contributing to the difficulties learners face in oral performance: lack of

sociocultural knowledge indicating that learners’ limited understanding of cultural norms behaviours impacts their ability to communicate effectively in intercultural settings. As well as the lack of linguistic knowledge recognizing that learners’ proficiency in vocabulary, grammar, pronunciation and other linguistic aspects directly influences their oral performance.

Item 12: Why oral performance is essential in EFL tertiary classes?

Table 12: The importance of Oral performance in EFL classes

Options	Participants	Percentage
To communicate effectively	3	42.90%
To maintain language proficiency	4	57.10%
Total	7	100%



Graph 12: The importance of Oral performance in EFL classes

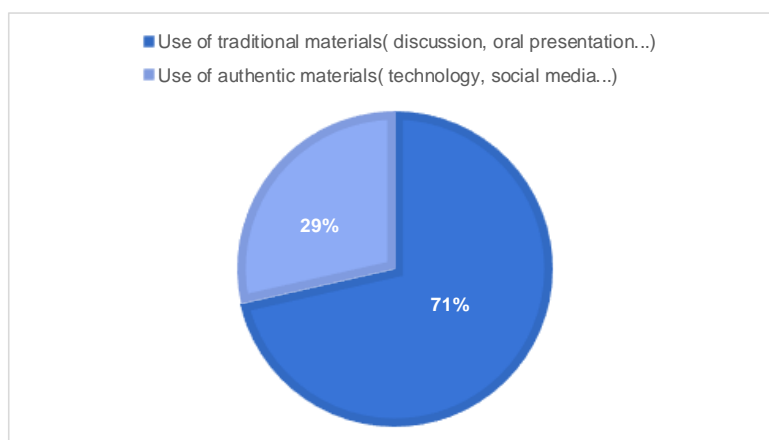
The results appears that three teachers (42.90%) state that the importance of oral performance in EFL classes lies in its reflection of effective communication. While four teachers mention that it is to maintain language proficiency. That is to say, teachers who

prioritize to the reflection of effective communication recognize the importance of developing students' oral skills for expressing themselves fluently and accurately in real-life contexts to engage in communicative activities that promote effective oral communication. Others focus on maintaining language proficiency acknowledge the necessity of ongoing oral practice to sustain and improve students' language skills.

Item 13: What cultural tasks do you use to enhance your EFL tertiary learners' oral performance?

Table 13: The used tasks by teachers to enhance learners' ICC and oral performance

Options	Participants	Percentage
Use of traditional materials (discussion, oral presentation...)	5	71.40%
Use of authentic materials (technology, social media...)	2	28.60%
Total	7	100%



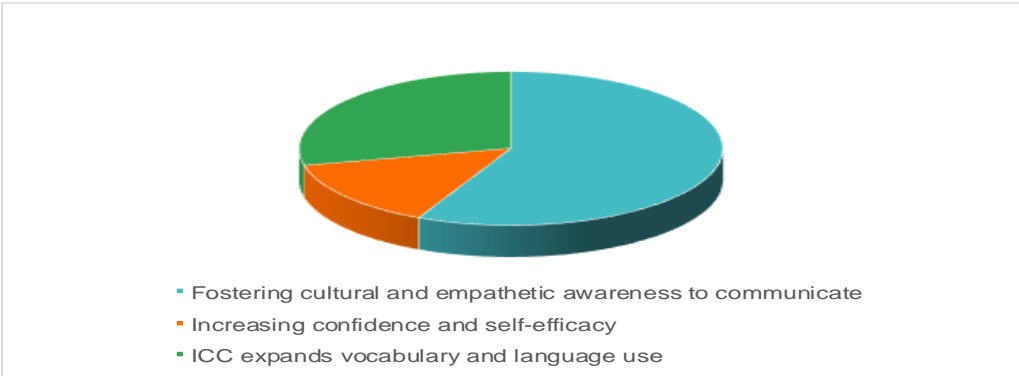
Graph 13: The used tasks to enhance learners' oral performance

The analysis reveals that teachers use different types of materials to enhance learners' ICC and oral performance. The majority of teachers (71.40%) rely on traditional materials such as discussion and oral presentation, to provide structured learning experience. On the other hand, two teachers represent (28.60%) incorporate authentic materials including technology and social media, to expose students to real-world language use and cultural contexts.

Item 14: How do EFL tertiary learners' awareness of the English culture can help them to enhance their oral performance?

Table 14: Teachers' perceptions toward the contribution of ICC in enhancing learners' oral performance

Options	Participants	Percentage
Fostering cultural and empathetic awareness to communicate	4	57.10%
Increasing confidence and self-efficacy	1	14.30%
ICC expands vocabulary and language use	2	28.60%
Total	7	100%



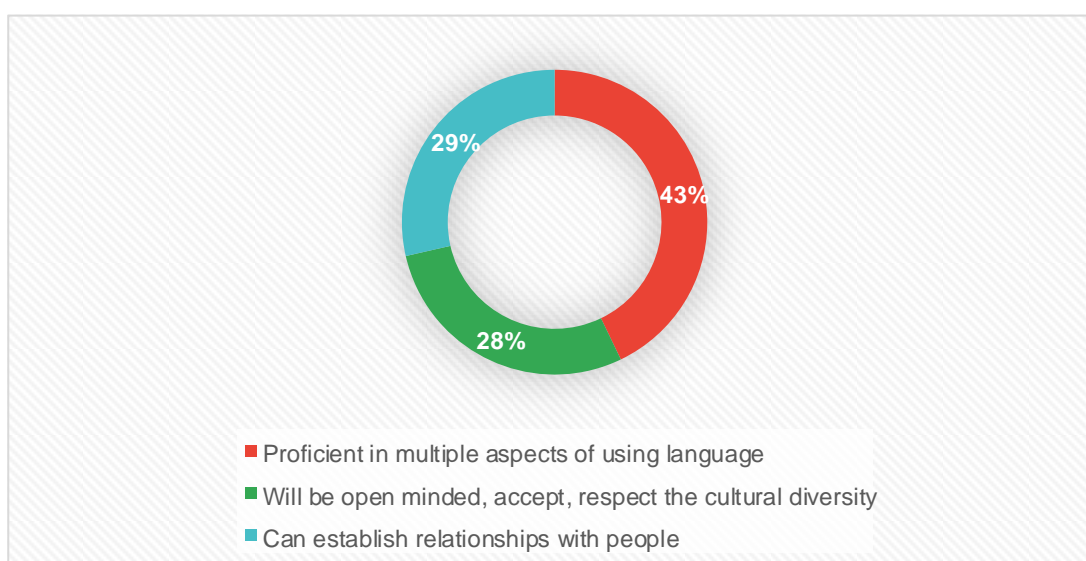
Graph 14: Teachers' perceptions toward the contribution of ICC in enhancing learners' oral performance

According to the results in the table and the graph, five teachers represent (57.10%) believe that ICC foster cultural and empathetic awareness, enabling effective communication. One teacher (14.30%) emphasizes ICC’s role in increasing learners’ confidence and self-efficacy. Additionally, two teachers highlight how ICC expands vocabulary and language use, leading to improved oral performance. These diverse perspectives demonstrate the multifaceted nature of ICC and its potential impact on learners’ oral communication abilities.

Item 15: In your opinion, what are the prerogatives of intercultural communicative speaker?

Table 15: teachers’ opinion about the prerogatives of intercultural speaker

Options	Participants	Percentage
Proficient in multiple aspects of using language	3	42.90%
Will be open minded, accept, respect the cultural diversity	2	28.60%
Can establish relationships with people	2	28.60%
Total	7	100%



Graph 15: Teachers’ opinion about the prerogatives of intercultural speaker

This data shows that there are three teachers (42.90%) believe that an intercultural speaker is proficient in multiple aspects of language use. Two teachers (28.60%) claim that he will be open-minded, accept, and respect the cultural diversity. Another two teachers (28.60%) recognize that intercultural speaker can establish relationships with people. These results indicates that teachers perceive several attributes for an intercultural speaker in navigating diverse cultural contexts.

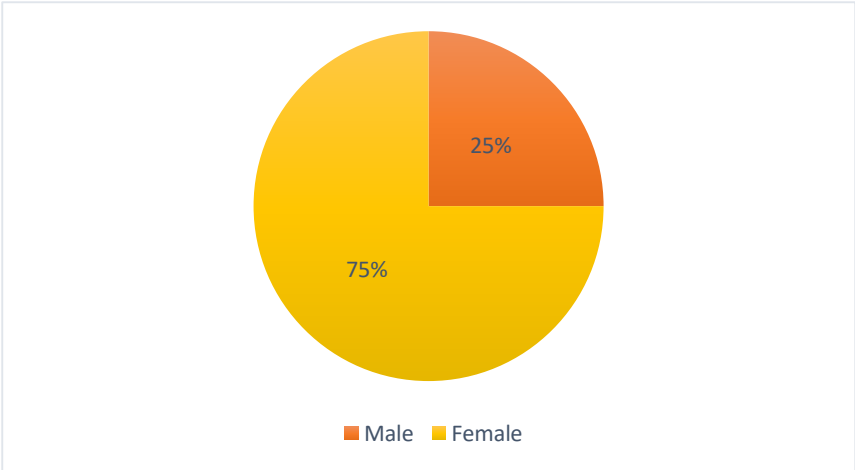
3.3.2 Students’ questionnaire

Section one : General information

Item 01 : Gender

Table 16: EFL learners’ gender

Options	Participants	Percentage
Male	15	25%
Female	45	75%
Total	60	100%



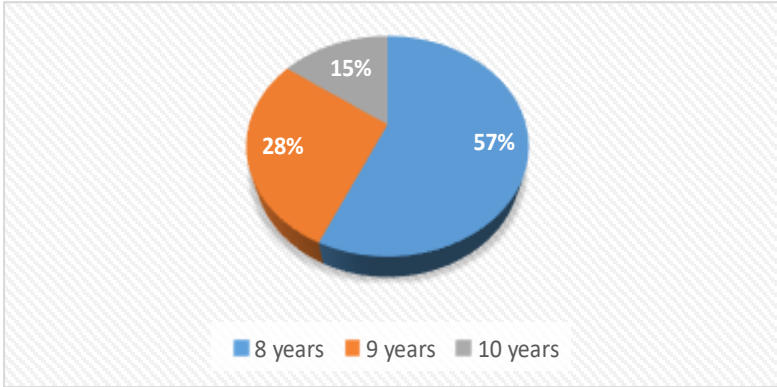
Graph 16: EFL learners’ gender

The results of the EFL learners’ gender distribution reveals that out of the total number of learners, 15% male (15 learners) and (75%) are female (45 learners). These indicates that there is significant gender imbalance in the EFL learners population, with a higher representation of females. The data presents that three-quarter of the learners are females, while males are account for smaller proportion this gender disparity may be influenced by various factors, such as cultural norms, societal expectations, or personal preferences.

Item 02: How many years have you been studying English?

Table 17: Years of studying English

Options	Participants	Percentage
8 years	34	56.70%
9 years	17	28.30%
10 years	9	15%
Total	60	100%



Graph 17: Years of studying English

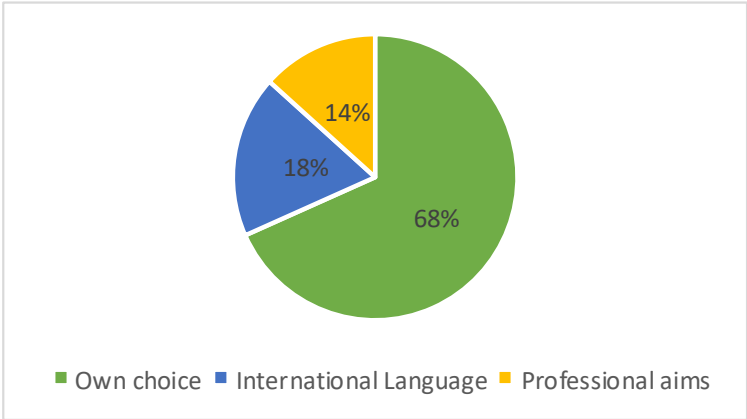
The analysis of studying English, including middle and secondary schools, there are 34 students (56.70%) have studied English for 8 years, 17 students (28.30%) studied English for 9 years, and nine students (15%) studied English for 10 years. The varying length of English

language study among the students highlight the diversity in their language learning backgrounds and experiences. Therefore, it is important to consider this diversity when designing English language instruction according to their individual needs.

Item 03: Why have you chosen to study English at the university?

Table 18: Reasons of studying English at university

Options	Participants	Pourcentage
Own choice	41	68.3%
International Language	11	18.3%
Professional aims	8	13.3%
Total	60	100%



Graph 18: Reasons of studying English at university

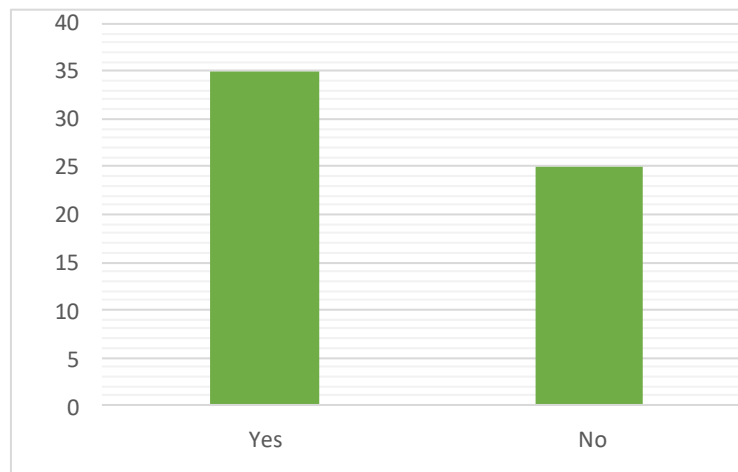
The provided data indicates that 41 students (68.3%) chose to study English based on their own choice. 11 student (18.3%) chose to study it because it is international language. 8 students (13.3%) expressed a desire to study English for professional reasons. These findings indicate the diverse motivations behind studying English at university level, including personal interest, recognition of English as international language, and career aspirations.

Section 02: Intercultural communicative competence:

Item 04: Have you had any opportunity to communicate with an English native speaker?

Table 19: Students' opportunities to communicate with English native speakers

Options	Participants	Percentage
Yes	35	58.30%
No	25	41.70%
Total	60	100%



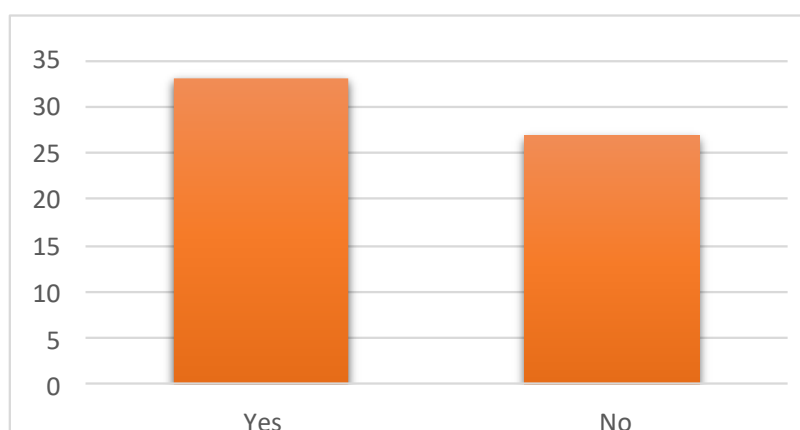
Graph 19: Students' opportunities to communicate with English native speakers

As it appears, 35 student (58.30%) indicate that they have opportunities to communicate with English native speakers. However, 25 students (41.70%) state that they do not have opportunities to communicate with natives. These results that understanding availability of opportunities to communicate with natives suggests is crucial in assessing students' language learning environments and designing appropriate strategies to enhance their language skills and cultural understanding.

Item 05: Have you ever encountered a cultural misunderstanding while you communicate with people from different cultural backgrounds particularly native speakers?

Table 20: The presence of misunderstanding between students and English native speakers

Options	Participants	Percentage
Yes	33	55%
No	27	45%
Total	60	100%



Graph 20: The presence of misunderstanding between students and English native speakers

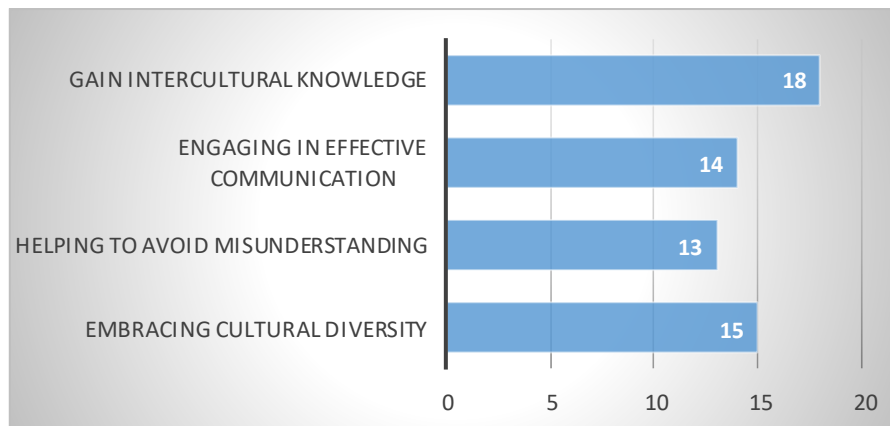
The majority of students (55%) have encountered cultural misunderstanding when interacting with natives. The other students represent (45%) state that they do not face cultural misunderstandings. These findings highlighted the importance of promoting intercultural communicative competence among the students to enhance their ability to communicate effectively and avoid misunderstanding when interacting with the natives.

Item 06: In what way does learning English cultural aspects improve your intercultural communicative competence?

Table 21: Students' views about the role of learning English cultural aspects in improving ICC

Options	Participants	Percentage
Embracing cultural diversity	15	25%
Helping to avoid misunderstanding	13	21.70%

Engaging in effective communication	14	23.30%
Gain intercultural knowledge	18	30%
Total	60	100%



Graph 21: Students views about the role of learning English cultural aspects in improving ICC

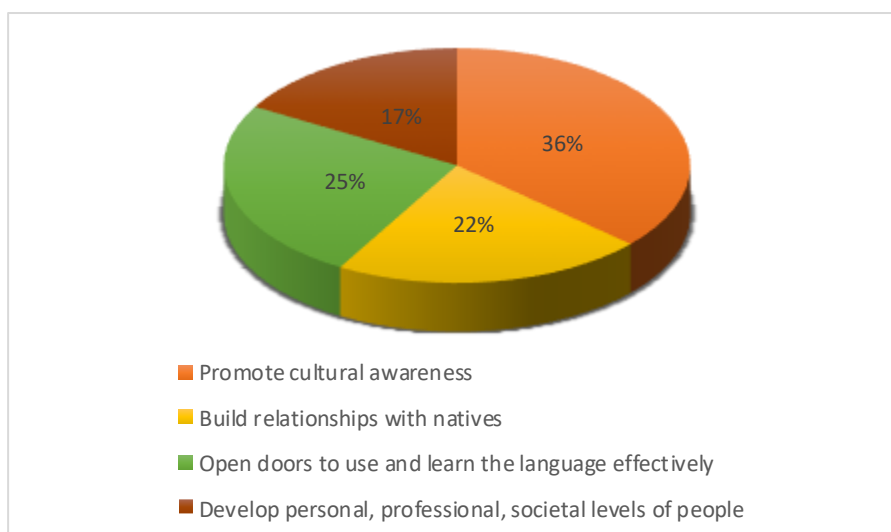
The results reveals that there are 15 students (25%) believe that learning cultural aspects helps in embracing cultural diversity. Additionally, there are 13 students (21.70%) think that it helps in avoiding misunderstanding whereas 14 students (23.30%) state that it facilitates engaging in effective communication. Furthermore, 18 students (30%) perceive it as a mean to gain intercultural knowledge. These data implies the multifaceted nature of the role of learning cultural aspects in developing ICC and the students' recognition of its significance in intercultural communication.

Item 07: Why it is important to know the similarities and differences between Algerian culture and British culture?

Table 22: The importance of knowing the similarities and the differences between Algerian and British cultures

Options	Participants	Percentage
Promote cultural awareness	22	36.75%
Build relationships with natives	13	21.70%
Open doors to use and learn the language effectively	15	25%

Develop personal, professional, societal levels of people	10	16.70%
Total	60	100%



Graph 22: The importance of knowing the similarities and the differences between the analysis of students' perspectives on the importance of knowing the similarities and differences between Algerian and British cultures appears that a significant number of students (36.75%) regard it as promotion of cultural awareness, while others (21.70%) emphasize its role in building relationships with natives, and (25%) of students claim that it open doors to effective language use. Others represent (16.70%) say that it develop personal, professional, societal levels of people.

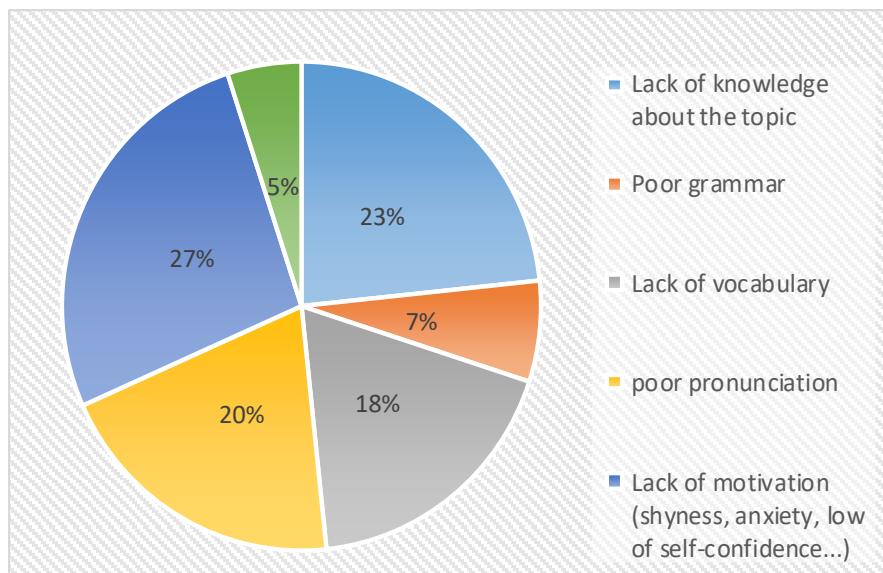
Section 03: Learners' Oral Performance

Item 08: What are the difficulties that you face in your oral performance?

Table 23: Learners' oral performance difficulties

Options	Participants	Percentage
Lack of knowledge about the topic	14	23.30%
Poor grammar	4	6.70%
Lack of vocabulary	11	18.30%

Poor pronunciation	12	20%
Lack of motivation (shyness, anxiety, low of self-confidence...)	16	26.70%
No difficulties	3	5%
Total	60	100%



Graph 23: Learners' oral performance difficulties

The analysis indicates that a group of students (14 students represent 23.30%) identify a lack of understanding about the topic as a difficult in their English learning. Additionally, four students (6.70%) mention struggling with grammar, while 11 students (18.30%) expressed difficulties in vocabulary. Poor pronunciation is cited by 12 students (20%), and 16 students (26.70%) reported a lack of motivation. On the other hand, three students (5%) claim that they do not face any difficulties.

Item 09: In your opinion, what are the most important skills for effective oral communication?

Table 24: The important skills in oral communication

Options	Participants	Percentage
Reading and speaking	9	15%
Listening	20	33.30%

Self-confidence	10	16.70%
Awareness	12	20%
Clarity	9	15%
Total	60	100%



Graph 24: The important skills in oral communication

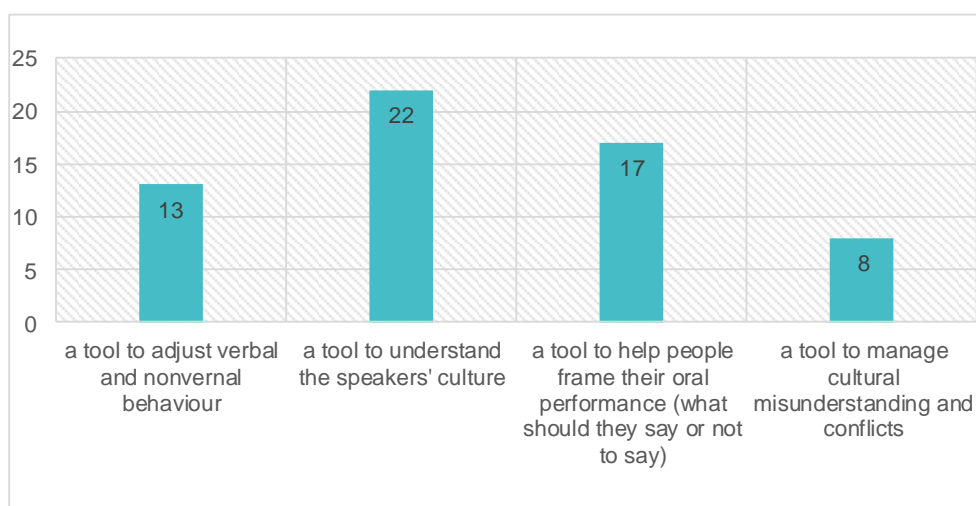
The above data shows that nine students (15%) believe that reading and speaking are crucial for oral communication. Twenty students (33.30%) emphasize the significance of listening skills. In addition, ten students (16.70%) consider self-confidence as an important skill, and twelve (20%) students recognize the importance of awareness in oral communication. Then, nine students (15%) highlight the need for clarity to communicate orally. These findings underscore that oral communication is a complex process that necessitates the integration of multiple skills to successfully express and understand information.

Item 10: How intercultural communicative awareness affects your oral performance?

Table 25: The influence of ICC in oral performance

Options	Participants	Percentage
a tool to adjust verbal and nonverbal behaviour	13	21.70%

a tool to understand the speakers' culture	22	36.70%
a tool to help people frame their oral performance (what should they say or not to say)	17	28.30%
a tool to manage cultural misunderstanding and conflicts	8	13.30%
Total	60	100%



Graph 25: The influence of ICC in oral performance

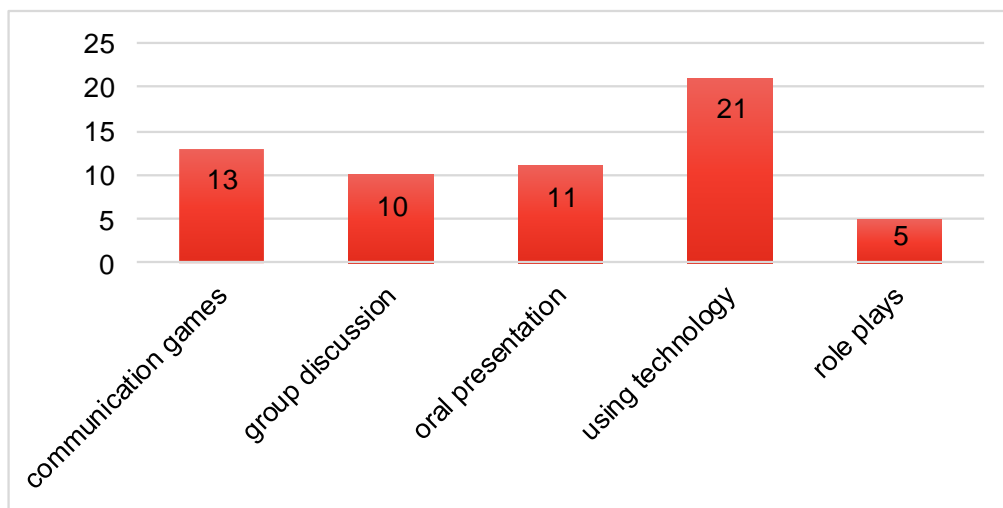
The table and the graph show the students' perspectives on the influence of intercultural communicative competence in oral performance. It reveals that students recognize its diverse roles. Thirteen students (21.70%) view ICC as a tool for adjusting verbal and nonverbal behaviour. Some of them (36.70%) see it as a tool of understanding speakers' culture. Other students (28.30%) describe it as a mean of framing their oral performance. Additionally, eight students (13.30%) perceive it as an instrument in managing cultural misunderstandings and conflicts. The various aspects of ICC have significant role in improving oral communication in different cultural settings.

Item 11: Which cultural activities that you use to enhance your ICC and oral skill?

Table 26: The used tasks and activities to develop ICC and oral performance by learners

Options	Participants	Percentage
Communication games	13	21.70%

Group discussion	10	16.70%
Oral presentation	11	18.30%
Using technology	21	35%
Role plays	5	8.30%
Total	60	100%

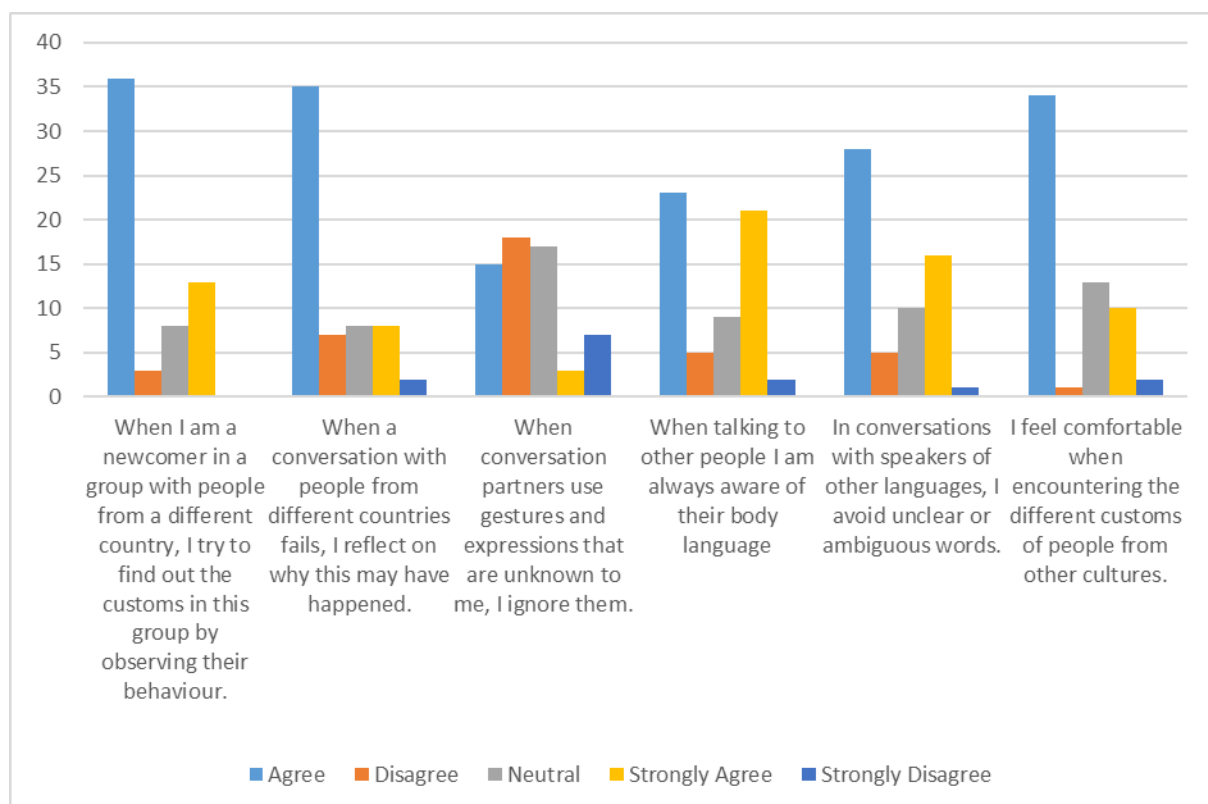


Graph 26: The used tasks and activities to develop ICC and oral performance by learners

Based on this data, there are 13 students mention the use of communication games, 10 students state that they engage in group discussion to enhance their abilities. In addition, other 11 students mention the use of oral presentation in their answers. Besides that, 21 student highlight the use of technology, and other five students use role-plays to develop their oral and intercultural competences. The variety of tasks indicates a comprehensive strategies and methods to ICC learning and it emphasizes the importance of engaging students in interactive and technology-driven activities to promote effective communication in multicultural contexts.

Section 04: Assessing intercultural communicative competence

A: When you encounter foreign people in your country



Histogram 1: Encountering foreigners in learner's country

To simplify what was displayed in Histogram 1 each statement is discussed individually

Statement 01: “When I am a newcomer in a group with people from a different country, I try to find out the customs in this group by observing their behaviour.”

As the results demonstrates, thirty-six of the participants agreed that they could discover the cultural norms of people that they meet along with thirteen participants who strongly agree. Nine of those participants selected that they are neutral. Only three of the participants who are disagree.

Statement 02: “When a conversation with people from different countries fails, I reflect on why this may have happened.”

Regarding to the provided results, considerable number of participants (35) agreed that try to know the differences between their culture and the other's. Eight participants stated that they are strongly agree while other eight participants are not sure if they are either agree or disagree. Contrastingly, seven participants are disagreed and two participants are strongly disagree with the statement.

Statement 03: "When conversation partners use gestures and expressions that are unknown to me, I ignore them."

According to the histogram, 15 participants agree and three are strongly agree that they ignore the speakers' body language. However, 17 participants are neutral. On the other hand, there are 18 participant are disagree as well as seven participants are strongly disagree.

Statement 04: "When talking to other people I am always aware of their body language."

As indicated above, a number of participants 23 stated that they agree and 21 of them noted that they strongly agree with the statement. Nine of the participants are uncertain whether they aware about people' body language or no. In addition, to five participants disagree and two participants strongly disagree.

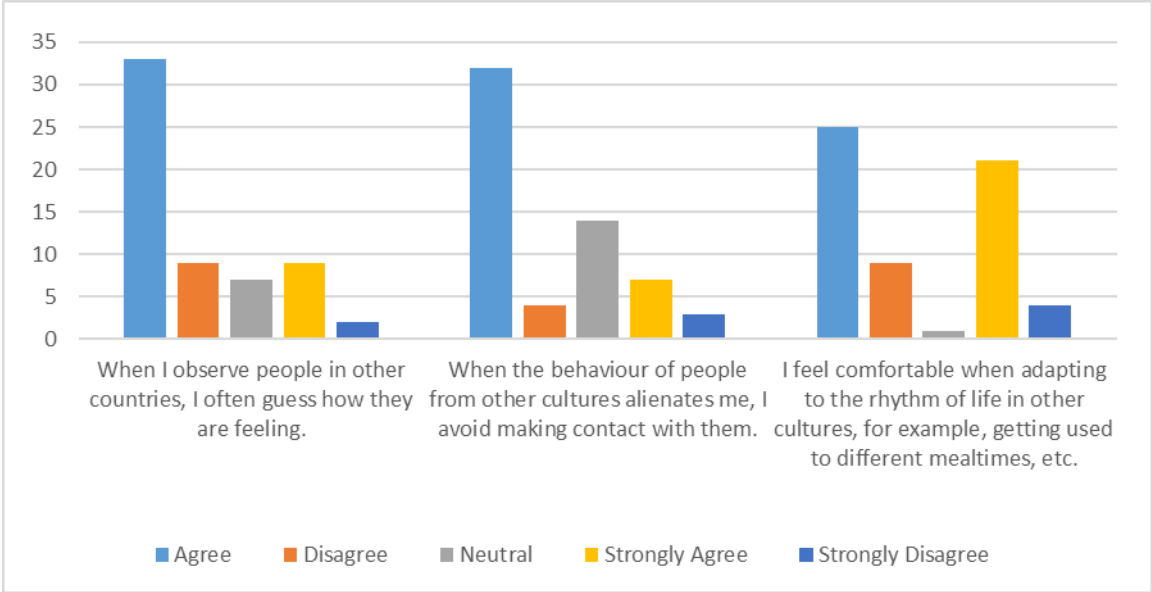
Statement 05: "In conversations with speakers of other languages, I avoid unclear or ambiguous words."

Additionally, when the participants were asked about if they avoid the unclear words, 28 participants state that they agree while 16 of them are strongly agree that they are aware. Ten participants selected neutral, five of them claimed that they disagree, and one participant choses strongly disagree.

Statement 06: "I feel comfortable when encountering the different customs of people from other cultures."

It clearly appears that more than half participants 34 are agree and 10 participants strongly agree feel comfortable when they encounter people from various cultural backgrounds. However, only one participant disagrees and two participants strongly disagree. Thirteen participants are confused if they are agree or not.

B: When you meet people in their home country.



Histogram 2: Interactions when students in other country

Statement 01: “When I observe people in other countries, I often guess how they are feeling.”

As the data shows, there are 33 participants agree and nine strongly agree that they feel what the foreigners feel in other countries. Seven are neutral, nine disagree and two strongly disagree.

Statement 02: “When the behaviour of people from other cultures alienates me, I avoid making contact with them.”

In addition, when the participants feel that other cultures uncomfortable 32 participants agree and seven participants strongly agree that they try to avoid interact with them. Whereas,

14 participants prioritize to be neutral, other four participants disagree and three strongly disagree with this statement.

Statement 03: “I feel comfortable when adapting to the rhythm of life in other cultures, for example, getting used to different mealtimes, etc.

Concerning the last statement’ result, 25 participants agree that it is easy to adopt other culture’s lifestyle as well as 21 participants are strongly agree with it. One participant selected neutral. On the opposite position, nine participants disagree and four participants strongly disagree.

3.4. Discussion and interpretation of the findings

In this part, we are going to deal with the interpretation of the results discussion we have found in teachers’ and students’ questionnaire. The findings shed light on the development of ICC and its impacts on oral performance.

Starting with the questionnaire of the teachers, their responses reveals their experiences and perspectives on teaching culture of the language and oral expression, intercultural communicative competence, and learners’ oral performance. The teachers recognize the challenges that may arise in intercultural communication, such as cultural misunderstandings, and emphasize the importance of intercultural awareness and understanding in overcoming these challenges. The teachers’ opinions on the impact of nonverbal communication and the influence of learner’s native culture on target culture learning highlight their understanding of the interplay between culture and language. They recognize the significance of nonverbal communication skills and the potential influence of learners’ native culture on their understanding and use of the target culture. The teachers’ perspectives on the importance of intercultural competence and cultural understanding in language learning indicate a recognition of the role of cultural knowledge in effective communication. They understand

that developing learners' ICC is crucial for successful interactions. Regarding learners' oral performance, the teachers are aware of the significant role of oral performance in language learning. They integrate cultural activities into their lessons to improve students oral competence skills. Furthermore, they acknowledge the potential benefits of learners' awareness of the target culture as it positively influence their oral proficiency and ICC.

According to students' questionnaire, it is clear that there is an understanding among the learners regarding the importance of cultural knowledge in effective intercultural communication. They recognize the need to acquire knowledge about both their own culture and the target culture, as well as understanding the similarities and differences between them. This awareness demonstrates their recognition of the role that culture plays in shaping communication patterns. The difficulties faced by students in their oral performance emphasize specific area that require attention and support. These include grammar, vocabulary, pronunciation, and motivation. By identifying these challenges, it becomes possible to develop targeted strategies to address them effectively. Moreover, they realize the importance the importance of various skills for effective oral communication, such as reading and speaking, listening, self-confidence, awareness, and clarity. This understanding reflects the different aspects of oral communication, which involves not only the linguistic proficiency but also the ability to comprehend and respond appropriately, adapt to different situations, and express oneself clearly. Students recognize that understanding different cultural contexts and adapting communication styles accordingly could have positive influence on their oral proficiency. This underscores the necessity of intercultural awareness and the ability to navigate cultural differences in real life interactions.

In general, the results suggest a strong comprehension of the significance of intercultural knowledge, and specific oral communication skills in effective intercultural communication. The perspectives shared by both teachers and students can guide the

implementation of teaching methods, curriculum development, support strategies that aim to enhance intercultural communication skills and oral proficiency in language learning settings.

3.5. Limitations of the study

There are several limitations which cause the results to be less accurate. One of this limitations is related to time; the given period may not be sufficient to imply other research tools in order to collect more data about the topic. In addition, the two questionnaire took long time to be answered and to gather the needed number. Moreover, the most important limitation is the generalization the whole population from the existing sample is not valid. Therefore, this study concerns only the case study of first year LMD students at the departement of English language at Biskra university.

Conclusion

To conclude, this chapter delved into the exploration of intercultural communication and oral performance in the context of EFL education. the finding revealed the significance of cultural awareness, the challenges faced in intercultural communication, and its role in oral performance. The research emphasized the importance of integrating the cultural aspects into language teaching, fostering the learner's autonomy, and creating a supportive classroom environment. Besides, it highlighted the use of technology as a tool for promoting intercultural understanding. These perspectives contribute to the existing knowledge base and provide practical implication for learners to improve their abilities and skills in learning English language.

General Conclusion

General conclusion

In conclusion, this research is an attempt to highlight the importance of being interculturally aware to engage in oral interaction with people from different cultural background. Accordingly, the main aim of this present study is to investigate first year EFL students' perspectives about the influence of ICC in their oral performance.

This research is consists of three chapters are divided to the theoretical background of the research while the last chapter represents the fieldwork. The first chapter is devoted to indicate the importance of ICC in the globalized world. The chapter discuss the components and dimensions of ICC. As it provides Byram's model of ICC as a framework to understand its development. To be precise, the first chapter underscores the significance of ICC in facilitating effective intercultural communication and equipping individuals with the necessary skills to navigate diverse cultural contexts successfully.

The second chapter is delved to explore the various aspects of learners' oral performance. Furthermore, it discusses the importance of oral communication in diverse settings. Additionally, it highlights how ICC impacts on the oral competence and it mentioned the major difficulties that learners face when it comes to oral performance.

The third chapter is dealt with the practical part of the study as well as it provides the data analyses and interpretation of the results, then the discussion and the limitation of the study. In order to confirm the hypothesis of this study, a descriptive method was conducted to identify the impact of being interculturally competent to interact orally with people from different cultures. This was done through disturbing questionnaire to the teachers of oral expression and culture of the language. As well as to first year LMD English students.

In summary, through the obtained results that gathered from the questionnaires, it shows that the majority students have positive attitudes toward having intercultural knowledge to

enhance the oral skills. In addition, the teachers imply such continuous assessment to evaluate learners' ICC and oral performance.

Recommendations:

In EFL classes, teachers and learners should give an importance to use the English language appropriately. However, learners face some problems when they try to communicate with natives due to the focus in developing the linguistic knowledge and neglecting the cultural dimension. Accordingly, these are recommendations that may contribute in solving this problem:

- Teachers should create a safe space for their learners to express their opinions and share their cultural background.
- Teachers should include materials and activities that expose learners to different cultures and use authentic resources to spark discussion and engage learners.
- Teachers should equip learners with strategies for effective intercultural communication such as active listening, using appropriate nonverbal cues, and creating opportunities for them to interact with classmates and exchange or discuss some cultural topics.
- Learners should develop their cultural awareness and be open minded to avoid misunderstanding and to use the language effectively in real-life situations.
- Learners should embrace opportunities to engage in meaningful interaction and use technology to expand their knowledge and develop their language proficiency.

By implementing these recommendations, both teachers and learners would contribute to improve their ICC that lead to enhance their oral skills.

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Appendices

Appendix 01:
Questionnaire for Teachers

Dear teachers,

We kindly invite you to answer this questionnaire of a Master's II thesis that investigates "the contribution of Intercultural communicative competence in enhancing learner's oral performance". This questionnaire aims at (1) demonstrating how teachers' intercultural communication awareness affects the learner's oral skill, and (2) how teachers evaluate and assess their learners' oral performance and intercultural communicative competence.

Prepared by:

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Academic year: 2022/2023

Section one: General Information

Q1. Are you teaching or have taught Culture of the language/ Oral expression?

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Q2. For how long have you been teaching (or have taught) Culture of the Language/Oral Expression?

.....

Q3. Have you ever had a broad experience with other teachers /students from the target culture, i.e., English?

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Section two: Intercultural communicative competence

Q4. What are the cultural challenges that you face when communicate with native English speakers?

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Q5. Why do learners need to be aware of how to communicate nonverbally to avoid the intercultural communicative failure with English native speakers or even with their teachers?

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Q6. How does learner's L1 culture affect the learning of the target culture?

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Q7. In your opinion, how does English intercultural awareness influence the use of the English Language?

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Q8. In EFL classes, how do you think the learners perceive target language culture?

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Q9. What do EFL tertiary learners need to know to be intercultural communicators and understand their own and other's culture?

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Q10. How do you assess your learners' intercultural communicative competence?

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Section three: Learner's oral performance

Q11. Why do some EFL Learners face challenges when they speak especially with native speakers or with more knowledgeable others?

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Q12. Why oral performance is essential in EFL tertiary classes?

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Q13. What cultural tasks do you use to enhance your EFL tertiary learners' oral performance?

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Q14. How do EFL tertiary learners' awareness of the English culture can help them to enhance their oral performance?

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Q15. In your opinion, what are the prerogatives of intercultural communicative speaker?

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Keywords:

Intercultural communicative competence: The ability to speak and communicate appropriately with peoples from different cultures.

Target culture: British culture.

Prerogatives: The privilege of intercultural communicative speaker.

Thank you very much for your time and collaboration.

Appendix 02:
Questionnaire for students

Fellow learners,

This questionnaire is an attempt to gather information needed for the accomplishment of a master dissertation. It seeks to investigate your attitudes towards your own intercultural communicative competence and your oral performance. Therefore, you are kindly requested to answer the following questions.

Rest assured that your contribution would be kept anonymous.

Prepared by:

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Supervised by:

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Academic year: 2022/2023

Section 01: General information

Q1. Gender

Male Female

Q2: How many years have you been studying English?

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Q3: Why have you chosen to study English at the university?

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Section 02: intercultural communication competence

**Intercultural communicative competence is the ability to communicate effectively with people from different cultures.*

Q4: Have you had any opportunity to communicate with an English native speaker?

Yes No

Q5: Have you ever encountered a cultural misunderstanding while you communicate with people from different cultural backgrounds particularly native speakers?

Yes No

Q6: In what way does learning English cultural aspects improve your intercultural communicative competence?

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Q7: Why it is important to know the similarities and differences between Algerian culture and British culture?

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Section 03: learner’s oral performance

Q8: What are the difficulties that you face in your oral performance?

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Q9: In your opinion, what are the most important skills for effective oral communication?

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Q10: How intercultural communicative awareness affects your oral performance?

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Q11: Which cultural activities that you use to enhance your ICC and oral skill?

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Section 04: Assessing intercultural communicative competence

A: When you encounter foreign people in your country: Please, mark (√) in the appropriate place.

Situations	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
When I am a newcomer in a group with people from a different country, I try to find out the customs in this group by observing their behaviour.					
When a conversation with people from different countries fails, I reflect on why this may have happened.					
When conversation partners use gestures and expressions that are unknown to me, I ignore them.					
When talking to other people I am always aware of their body language.					
In conversations with speakers of other languages, I avoid unclear or ambiguous words.					
I feel comfortable when encountering the different customs of people from other cultures.					

B: When you meet people in their home country.

Situations	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
When I observe people in other countries, I often guess how they are feeling.					
When the behaviour of people from other cultures alienates me, I avoid making contact with them.					
I feel comfortable when adapting to the rhythm of life in other cultures, for example, getting used to different mealtimes, etc.					

Thank you very much for your collaboration

المخلص

تمثل الكفاءة التواصلية بين الثقافات دورا مهما في تعزيز تعلم اللغة والتواصل الفعال. رغم ذلك يواجه طلبة اللغة الإنجليزية صعوبات في التحدث والتفاعل الشفهي مع المتحدثين الأصليين للغة الانجليزية، وهذا بسبب تركيز المناهج التعليمية على تعزيز المعرفة اللغوية واهمال الجانب الثقافي. الغرض من هذه الدراسة هو التحقيق في مساهمة الكفاءة التواصلية بين الثقافات في تعزيز الأداء الشفهي لطلاب السنة الأولى في جامعة محمد خيضر بسكرة، مع التركيز بشكل خاص على أهمية الوعي الثقافي في تعلم اللغة. لذلك، افترضنا ان الوعي الثقافي يطور الكفاءة او القدرة التواصلية بين الثقافات عند المتعلمين وذلك يساعدهم على تنمية أدائهم الشفهي. لاختبار صحة فرضيتنا، يتم اجراء دراسة وصفية مختلطة المنهج لجمع البيانات وتحليلها وتفسيرها من خلال توزيع الاستبيانات لكل من الأساتذة والطلبة. حيث اثبتت النتائج أهمية القدرة التواصلية بين الثقافات في تطوير الأداء الشفهي وان دمجها في البرامج التعليمية تؤثر بشكل إيجابي على الأداء الشفهي للطلاب. وهذا ما أكد صحة الفرضية. في نهاية هذا البحث، هناك بعض التوصيات التي ينصح بتطبيقها اعتمادا على نتائج هذه الدراسة.