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*The Effectiveness of Intercultural Awareness in Improving EFL
Learners' Communicative Competence
Case of Third Year English Students at Biskra University*

A Dissertation submitted in partial fulfillment of the requirements for the Master degree in
English (Science of language)

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DEDICATION

*In the name of « ALLAH » the Most Gracious
the Most Merciful and the most compassionate.*

I dictate this work to:

to my dearest grandmother

My Mother and my Father

My Brothers and Sisters

My Nieces and Nephews

My Brothers and Sisters in Law

All the extended Family and Friends

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Abstract

The present study aims to investigate the effectiveness of intercultural awareness in improving EFL learners' communicative competence. so as Algerian universities EFL students still confront difficulties in using English appropriately because their lack of awareness of the culture of the TL also the influence of their own culture .the ultimate goal of this research is over come cultural interference from Arabic into English and to make Algerian student aware of the differences between Arabic and English and to put emphasis of the important of having knowledge about the English socio-cultural norms and expression to improve EFL learners communicative competence .the data collected through students' and teachers questionnaire . The students' questionnaire shed lights on their points of view and attitudes towards learning English and the culture of English .In orde to evaluate their ability to communicate and more specifically how much they are able to analyze a spoken or written discourse. The teacher questionnaire is concerned with the way they present culture in EFL classroom and the main difficulties that face EFL learners there .the obtained results revealed that third year students of English need to know more about the English culture in term of social cultural norms and expression so that they can communicate effectively specially with native speakers, and the way culture is taught at Biskra University is ineffective due to the lack of equipments,the context in which culture taught in amphitheatre, the overcrowded class and the limited period of time.

list of Abbreviations

EFL: English as a Foreign Language

ICC: Intercultural Communicative Competence

LMD: License Master Doctorate

M,K,U: Mohammed Kheider University

ALM: Audio-Lingual Method

FL: Foreign Language

L1: First Language

CC : Communicative Competence

TL: Target Language

Q: Question

FL: Foreign Language

L2: Second Language

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General Introduction

General Introduction

Many Foreign Language Learners study the English Language in order to develop their communicative competence and to become fluent and accurate like native speakers. They spend most of their time on expanding, explaining and exploring the range of sophisticated structures and vocabulary to achieve the ultimate amount for being advanced learners and to become good speakers. However many EFL learners produce hesitant output and therefore, they do not develop their communicative competence since they feel they are making many mistakes when they use the target language. Therefore acquiring intercultural awareness becomes an essential tool to help learners to improve their communicative competence. This tool may enhance all the disabilities that most of EFL learners are facing during their discussion. In other words enable learners to organize and systemize the way they think, imagine and create an easy context in English in order to be knowledgeable and to be well prepared to possess a good speaker. Intercultural awareness is explained as “an individual's attempt to find a way to fill the gap between their communication effort and immediate available linguistic resources” (Maleki, 2007).

Moreover this dissertation attempts to offer an insight into the current situation of EFL learners who focus more on the communicative competence rather than learning the grammatical rules and ignoring the cultural differences bound which causes communicative failure. In this study aims at investigating the effectiveness of intercultural awareness in raising the communicative competence and in order to avoid communication breakdowns that may lead to serious conflicts so in order to have a successful intercultural interactions and connecting with people in different culture some considerations must be taken such as : Respecting the cultural Differences and Working Together, Building Trust Across Cultural Boundaries and understanding Body Language .

2. Statement of the Problem

Language is a means of communication which is involved in culture, since the mastery of communication entails the mastery of language and culture. However, Algerian students as FL learners still face difficulties in communicating with native speakers in addition to the problem of translating and analyzing target language discourses. As a result, this issue may be triggered by lack of awareness of the cultural differences between speech communities. Therefore, students should be knowledgeable about the FL culture in order to be communicatively competent.

3. Research Questions

In the current study, the following questions are addressed:

- ❖ What is the role of intercultural awareness in improving English as a Foreign Language (EFL) students' communicative competence?

3.1. Sub questions:

1. Is intercultural awareness essential in the learning process?
2. How can teachers deal with intercultural awareness when teaching the target language?

4. Hypothesis of the Study

If EFL learners' intercultural awareness is raised, and they are taught the language in its cultural dimension their communicative competence will be improved.

5. Aims of the Study

The current study aims at investigating the effectiveness of intercultural awareness in improving EFL learners' communicative competence.

It aims to :

1. Raising teachers' and students' awareness towards the effectiveness of intercultural awareness in developing their communicative competence.
2. To bring the most important ideas and suggestions for integrating culture in EFL classes.

6. Significance of the Study

This study aims to offer a considerable contribution to FL teaching and learning field. As a result of the integration of intercultural aspects in the process of learning the foreign language would help students raise their awareness towards FL culture to develop their communicative competence.

7. Research Methodology

7.1. Research Design

The current study is based on descriptive method in order to describe the relationship between intercultural awareness and communicative competence. The researcher wants to use the quantitative research technique. The data gathered will be in a kind of questionnaires representing random samples of third-year learners and teachers. The obtained data will be analyzed and represented in graphs and tables to show the results on the last chapter.

7.2. Population

There are 337 students and 34 teachers in the English branch at Mohamed Kheider University of Biskra.

7.3. Sampling

We will choose 10 teachers in the English Branch at Mohamed Khider University of Biskra and 30 respondents from the overall students of third year LMD as a sample of study. They will be selected randomly and will respond to the questionnaires anonymously.

8. Data Collection Tools

The data will be gathered through the administration of two questionnaires:

The first one will be directed to teachers in the English Branch at Mohamed Khider University of Biskra.

The second one will be directed to third year students in the English Branch at Mohamed Khider University of Biskra.

9. Structure of the Study

The present study is composed of three chapters. The first one is devoted to give a general overview about the intercultural awareness and competence. Through this chapter, we try to define the concept of culture and intercultural competence that students might encounter during the mastery of this skill. The second chapter is about communicative competence in general, its definitions and its practical uses to improve learning and teaching a foreign language. The third chapter, as a field work analyses and interprets the data collected from the utilized tools. Moreover, it shows the results and the suggestions of the research study.



Chapter One

Intercultural Awareness And Competence

Chapter one: Intercultural Awareness And Competence

Introduction

1. Definitions

1.1. Culture

1.2. Culture awareness

1.3. Intercultural awareness

1.4. Intercultural competence

2. Acculturation model (Schuman theory)

3. Cultural chock

4. The differences between Arab culture and English culture

5. The role of culture in EFL classroom

6. Integration of culture through the four skills

Conclusion

Introduction

The theory of teaching culture to EFL learners has dominated the field of language teaching and programs during the ninetieth century. The need for communication and using the language appropriately have urged the applied linguists and language teachers to shift of focus from teaching just grammar rules and vocabulary to teaching language function and integrating culture for better communication. and for that The present section deals with the concept of culture in the foreign language classes. It gives a definition of culture and intercultural awareness and competence. We will also discuss the main differences between Arabic and English culture, the role of culture in EFL classes, and then switches to demonstrate the importance of integrating culture through the four skills, so as Byran's, 1997 points that foreign language courses should not only teach students the language needed to communicate but also make them encounter another culture and perceive it in its own context. we can conclude from this , that teaching a language without teaching it's cultural features is a useless activity , and language user need some social and cultural knowledge about the target language in order to be able to interpret it's linguistic forms and to use it in real life context . Culture integration is not only obligation of its effect on the target language proficiency of the learners but also to raise their interest and develop a set of attitudes towards others who are different linguistically and culturally.

1. Definitions

1.1. Definition of Culture

Culture is a vague concept which covers different aspects of human life and that is why it has become an area of interest and study for a wide range of disciplines. First the origin of the word culture is from the Latin noun culture, from the verb caller, which means to cultivate. Generally speaking culture is usually divided into two major categories culture with capital 'C'; which includes literature and arts and culture with small 'c ' and this involves attitudes, values, beliefs, and everyday lifestyles. (Richard and Schmidt, 2002: 138).

From an anthropological point of view Edward (1871:1) defines culture as: ' that complex whole which includes knowledge, beliefs, art, morals, law, costume, and any other capabilities, and habits acquired by man as member of society'. So according to this definition we can sum up that culture is the habit and the abilities that the person acquires from the society which he lives in. kramsch(1998:10) perceives culture as: a common system of standards for perceiving, believing, evaluating, and acting.' these standards are shared by individuals in a giving society like the family,so they learn these standards through their interaction with each others, and then they will reinforce them through social institution like the school or the workplace. These standards become naturalized, So that the person retains them even after living his own community. While Geertz's(1973:89) definition was stresses the historical transmission of culture across the generation of a given society as a system of shared concepts and meanings encoded in symbols represented in the language used by people as an important means to communicate with others. ' an historically transmitted pattern of meanings embodied in symbols a system of

inherited conceptions expressed in a symbolic form by means of which man communicate perpetuate and develop their knowledge about attitudes towards life’.

Nearly all the definitions cited above stress on the abstract feature of culture such as values, norms, .etc but it involves concrete and visible as aspects as well. Which are known as cultural artifacts such as music literature food, and architecture as Kroeber and Kluckhonn’s(1963:132) highly cited definition sheds light on these elements and sets a dividing line between explicit and implicit patterns explicit and implicit of culture.

“ culture consists of patterns explicit and implicit of and for behavior acquired and transmitted by symbols constituting the distinctive achievement of human groups. Including their embodiments in artifacts; the essential core of culture consists of traditional (i.e., historically derived and selected ideas and especially their attached values; culture systems may, on the one hand be considered as products of action on the other hand as conditioning elements of further action.

1.2 Cultural awareness

Cultural awareness is a new concept in foreign language teaching field as its name suggests comprises two elements culture and awareness. This concept has some involvement with some cognitive and behavioral changes. Which helps us to check one’s ability to analyze, compare and hypotheses signifies his awareness. this cognitive change refers to the understanding of one’s own culture beliefs and behaviors as well as those of the target language culture and manifest them i.e. showing respect to that culture and making a successful conversation with native where one’s behavior is expected and accepted for other cultural group as Byran (1991:24) claimed in his model of teaching culture: ‘ cultural awareness concerned with non-linguistic dimensions of culture and more

focused on the question of change from mono-cultural to intercultural competence'. moreover, cultural awareness focuses much more on the learners' attitudes towards the target culture and its people, or as what is referred to many scholars as: 'cultural sensitivity'. Tomolin and Sempleski (1993:5) defined it as 'the sensitivity to the impact of culturally induced behavior on language use and communication'. Thus, the term refers to learner's knowledge about other cultures in one hand, and in the other hand to develop their empathy, acceptance appreciation, of the FL culture and their own also to learn who they can deal with cultural differences so that they can move from the ethnocentrism to ethno-relativism as well.

To sum up, cultural awareness is a term brought from cognitive psychology and become an important concept in the field of FLT as an outcome to use the target language appropriately in different communicative contexts with no conflicts and misunderstanding between people from different social group.

1.3-Intercultural awareness

Yassine (2006) claims that Intercultural awareness is the development of awareness and understanding of one's own and other cultures, intercultural awareness occurs when people no longer assume that their culture's way of looking at things is the best way or the only way, and when people therefore begin to evaluate other perspectives. We adopt the definition proposed by Korzilius and plank (2007) because it is more practical and understandable when compared with other definitions they claim that intercultural awareness is the ability to empathize and to dissenter. More specifically in a communication situation it is the ability to take on the perspective of conversation partner from another culture or with another nationality and of their cultural background and thus to be able to understand and take into consideration interlocutor's different perspectives

simultaneously. So in general intercultural awareness is the willingness and ability to realize the need for social changes within an international context as well as to understand the increasing connectivity will be seen as a fluent process of development upon in addition a efforts to improve the situation will need to be undertaken in order to ensure a more globalized social community intercultural awareness is necessary in order to achieve competence in intercultural relations.

1.4-Intercultural competence

There are many definition of intercultural competence since many terms are interchangeably used to have the same meaning like : multiculturalism, cross-cultural adaptation ,cross-cultural awareness and global citizenship (deardoff.2009:65) Intercultural competence is important in improving the sensitivity and in being self-conscious and presenting his values in an appropriate way intercultural competence is to a language extent the ability to cope with one's own cultural background in interaction with others” (Beneke 2000:108 -109) quoted in Lazar 2001:19) .

First In foreign language teaching /learning intercultural competence has been described as :

- “The ability of a person to behave adequately in a flexible manner when confronted

with actions attitudes and expectations of representatives of foreign cultures” (Meyer, 1991) quoted in Cortazzi and Jin (1999 :198)

- “The ability to enter other cultures and communicate effectively and appropriately,

establish and maintain relationships ,and carry out tasks with people of these Cultures” (Moran 2001:5 ,quoted in Lazar 2003:41) .

Whereas in literature we can considered intercultural competence as a concept closely related to the individual’s career and the teaching /learning process where it is generally described as the degree of acceptance of others’ cultures. one of the early definitions of ICC was elaborated by (Hammer et al 1978:206 in Deardoff 2004:41) who defines it as : “the ability to manage psychological stress ,the ability to communicate effectively, and the ability to establish interpersonal relationships” in this definition Harmer et al claims that the individual’s ability to control the psychological circumstances in different cultural context which he/ she is not addicted to it, and succeed in making conversation and interacting with others .

2-The acculturation theory

According to Brown (1980:129) acculturation is the process of becoming adapting to new culture .Or according to Maxwell (2002) acculturation is the process whereby the attitudes and/or behaviors of people from one culture are modified as a result of contact with different cultures.

While according to Schuman in second language acquisition is defined as: “social and psychological integration of the learner with the target language group.” So in Schuman model he focuses on the social and psychological factors and how it influences the language learning process. He believes that acquiring a new language is a part of the process of acculturation .acculturation doesn’t mean to loss aside your primary culture and language it simply promotes the merging and understanding of cultures .in this two

acculturation model two important factors play a role on acquisition : social distance and psychological distance.

- **Social Distance:** it has 8 influential factors .
- **Social Dominance :** it is not the case that the more power one group has over the other in society the greater the social distance but the more equal the power is it diminishes the social distance
- **Integration Patter :** less integration between 2 cultures = greater social distance but more integration = less social distance that's mean that less social distance is good because social distance increases when the learners doesn't interact with members of the target culture but it decreases with more interaction
- **Cohesiveness:** tight –knit group of learners more social distance .

Learners group less united = less social distance

AKA milling to make friends with native speakers
- **Size Factor State:** when there is a bigger group of learners ,there is more chance for social distance **vs.** a smaller group of learners is less likely to experience social distance
- **Cultural Congruence State:** very different culturally increased social distance example: USA **vs.** Algeria and very similar culturally decreased social distance for example USA **vs.** UK
- **Attitude factor:** negative attitude towards members of target language culture = increased social distance and positive attitude = decreased social distance
- **Intended length of residence state:** learners intending to stay in the country for a short period of time tend to have greater social distance and vice versa learners intending to stay longer have a decrease in social distance .

So to conclude we can say the greater the social distance the harder it is to learn the language , but the smaller the social distance the learning situation will be more simple and easier .

2-Psychological distance: we need to take into account also the 3 factors which determine psychological distance:

- **Motivation:** high motivation = more likely to learn the language.
- **Attitude:** positive attitude = more likely to learn the language.
- **Cultural shock:** less cultural shock= more likely to learn the language.

3-Cultural shock

According to Medical Definition of culture shock is a noun: a sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation it has been asserted previously that in the different types of unfamiliar situations individuals become subjects of stress if one is unable to manage and decrease his stress in other words does not know how to adapt to new and unfamiliar situation. This stress may develop into “strong feelings of discomfort fear or insecurity which a person may have when they enter another culture” (Richards and Schmidt 2002:193) this feeling is generally known as culture shock. Culture shock is “the traumatic experience that an individual may encounter when entering a different culture” (Rogers and Sterinfatt, 1999:112). (Hofstede ,2002:22) defines culture shock as “ the process of initial adjustment to an unfamiliar culture” He insists on the fact that though culture shock is linked to new cultural setting (as its name indicates) culture shock may be also used to refer to other situations like being in a new school, town, organization ,or family. Culture shock is too probable in pedagogical settings mainly of foreign language learning: as the learners get into a contact with a different language and thus with a

different cultural norms and values. Alvin Toffler (1970) described culture shock as what happens when one finds oneself “in a place where yes may mean no, fixed price is negotiable, where to be kept waiting in an outer office is no cause for insult, where laughter may signify anger” (cited in Rogers and Steifatt 1999:112) .the expression culture shock was coined by an anthropologist; Cora Dubois, in 1951. It was first used by social psychologists to describe individuals’ adjustment to new cultural settings, and got much fame with the rise of intercultural communication .it is worth noting that culture shock is a profoundly personal experience and is not the same for two persons or for the same person during two different occasions (hofsted, 2002)

4- The differences between Arab culture and English culture

Learners now a day’s looked for cultural similarities and differences with the target culture in comparison with their own culture. Comparison with one’s own culture and the target culture draws on learners’ own knowledge, beliefs and values and leads to increased cultural knowledge, understanding and acceptance, which provides a basis for successful intercultural communication. Byran and Planet (2000:189) argue that “comparison makes the strange, the other familiar, and makes the familiar, the self strange – and therefore easier to reconsider” .With an understanding of their own culture as a starting point, learners gradually dissent from their own culture (Byram, 1989; Kramsch, 1993) and develop necessary skills and knowledge to achieve dissenting (Liddicoat et al., 2003).

And from The Main Differences Between English and Arabic are:

➤ Language Families

English and Arabic are from two different language families, Germanic and Semitic, respectively. Because they descend from different language families, English and Arabic

have numerous differences in their individual grammars. The grammar of a language includes its phonetic attributes, and there are many phonetic differences between the English and Arabic languages

➤ **Alphabet**

Arabic has 28 consonants (English 24) and 8 vowels/diphthongs (English 22). Also short vowels are unimportant in Arabic, and indeed do not appear in writing. In addition texts are read from right to left and written in a cursive script. No distinction is made between upper and lower case, and the rules for punctuation are much looser than in English.

➤ **Individual Sounds**

Speech sounds in a language are not the same thing as the letters of a language's alphabet. The individual speech sounds of a language are called phonemes. There are 20 consonants in the English alphabet; however, there are 24 consonant phonemes. Additionally, there are only six vowels in the English alphabet, when counting "y," but there are 22 vowel phonemes. When it comes to Arabic, there are 28 consonant phonemes and eight vowel phonemes. With four more consonant phonemes and 14 fewer vowel phonemes, Arabic is a consonant-heavy language compared to English.

➤ **Sound Combinations**

The sound combinations found in Arabic are also quite different from those found in English. Even though Arabic is a consonant-heavy language, English uses many more consonant clusters to form words. Consonant clusters refer to phoneme groupings, not alphabet letters. Some two-consonant clusters are found at the beginning of Arabic words,

but Arabic does not have any initial three-consonant clusters. English also has numerous three- and four-consonant clusters found at the ends of words, whereas Arabic does not. To compensate for this difference, Arabic speakers often insert a short vowel sound to break up consonant clusters when speaking English. For example, they might say “nexist” instead of “next.”

➤ **Word Stress**

Word stress is very regular in Arabic. In English, word stress changes frequently and can alter the meaning and lexical category of a word. For example, “object” is a verb but “ob’-ject” is a noun. In Arabic, a change in stress is never used to change the meaning of a word. Instead, a word is pronounced with a different short vowel even when it is spelled the same.

➤ **Sound Elision**

The elision of sounds is a common phonetic feature of English that is not found in Arabic. Elision is the dropping of a sound in the middle of a word, or between words, when verbalizing a sentence or phrase. This often occurs with initial or final word vowels, or sometimes with entire syllables. Some examples of elision are “cap'n” instead of “captain” and “wanna” instead of “want to.” In Arabic, spelling is much more closely related to sounds; and because of this, sounds are rarely omitted.

➤ **Grammar**

Unlike the English language, the Arabic language differentiates between male and female in pronouns, verbs, words, and sentence structure. Pronouns like “they” and “you” have specifications for male and female, singular and plural.

- Conjugation is different as compared to English. All verbs stem from a root verb (usually the past form of that verb), and are conjugated depending on number and gender. The root verbs are conjugated to make different meanings as well, if you know the root word, you can almost always guess what the conjugated verb means.

- The grammar structure is very complex, but systematic and contains few exceptions. When Arabic words are spelt, it's almost always written as you hear it. In English, hearing what you think is spelled "neybur" is spelled: "neighbor/neighbour". There aren't really any silent letters except in few rare cases.

➤ **Writing**

The Arabic language is written from right-to-left, opposite to that of the English writing system. When written, Arabic is done in cursive, the letter form changes when occurring alone, in the beginning, middle, or end of a word. Arabic contains its own set of numbers (originally borrowed from India), but still used its original set of numbers as well (The English numbers are borrowed from Arabic originally, i.e. 1, 2, 3...).

➤ **Religious Culture**

Arab world is dominated by Islamic culture and religion, while English speaking world is dominated by Christian culture and religion. This difference in culture has its effect on the language.

5-The Importance of Culture in Communication

Language as means of communication makes it possible for individuals to interact with each other in a society. Conversation or communications between people do not take place in a vacuum, but at a particular time and place. Their behavior is indicated by that particular situation Corder (1993:36) states, " All our behavior has a conventional

element in it because it is learned in society and for that very reason, the form it takes will be specific to the social group in which it is learned” .This means that communication behavior is essentially a matter of convention, moreover the thing that makes communication specific to a given culture and what proves effective in one culture may be ineffective in another (De Vito,2006: 40).

Yule (1996:190) highlights that, " In many ways , speech is a form of social identity and used ,consciously, to indicate membership of different groups or different speech communities ” Hall (2002) expresses a similar view in claiming that language is used to indicate the individual identities, their interpersonal relationship and membership in their social groups and communities. She goes further to argue that people who speak the same language tend to share the same language conventions and any violation of these conventions would result in communication breakdowns .(Seelye ,1997: 23) shares both opinions, in fact he says, “ The way people speak indicates their sex , age , social class , and place of residence , and often conveys information concerning their religion, occupation, and interest” . In other words, since any linguistic communication occurs in context, it must be appropriate to the context in which it is used.

De Vito (2006) claims that culture influences communications of all types. It influences what to say and how to talk with friends and family in everyday conversations. And those cultural differences exist across communication from the way of using eye contact to the way to develop or dissolve a relationship.

6-Integration of culture through the 4 skills

In trying to develop learners’ overall communicative competence in the target language through the four language skills, we should focus particularly on the intercultural

competence as being the approach less taken in the language class because we can consider intercultural awareness as the fifth skills or as the key skill in learning the target language.

6.1. Cultural influence on vocabulary

Language is the carrier of culture and vocabulary is the basic ingredient of language. The cultural difference will inevitably exhibited on the vocabulary, and the explanation of vocabulary will also reflect the national or cultural difference. Take color as an example. In Chinese, white, denoting a color, often associates with “pure, noble and moral goodness” And the bride is dressed in white during the wedding in most western countries. In China the bride must wear red in the traditional wedding, definitely not white. Because Red means “happiness, good luck, flourishing and prosperous” in the future and people only wear white in funerals when one’s family member or relative is dead. White in China, is associated with “pale, weak and without vitality”. Thus, learning a language implies not only the knowledge of its grammar rules and the denotative meanings of words but it involves much more, such as the culture phenomena, the Express ,an International way of life, habits and customs, history and everything that is contained of culture. In a word, culture is a comprehensive composite with abundant implication, and each factor in it may be exhibited on words. Learning vocabulary, while paying attention to cultural factors, is vital and crucial.

6.2- Cultural influence on listening

In foreign language learning particularly in training their listening ability to understand Better, learners often complain that although they spend lots of time in learning and practice their ability of listening comprehension, their progress is not satisfactory. To achieve this end, they do everything what they can. Some, for example, buy tape recorders to facilitate their learning process in an attempt to improve their listening ability, and spend several hours in it every day. But when they meet new listening materials, they still can’t

understand them. The reason for this may be various, but some of them have been identified. Among them are their small vocabulary, weak grammar, and vague pronunciation. But a relatively more important reason is that they lack the necessary cultural background knowledge of the language they have learned. Listening is closely related to the culture, politics and economy of the target language. In judging one's listening ability, we are in fact considering his comprehensive ability, including the English level, intellectual range, analytical and imaginative ability, etc. We may have this kind of experience: when we are listening to something where the events involved are familiar to us, no matter what they are, e.g., news, reports, stories, lectures; or art, science, sports or economy, it is relatively easier for us to understand. Even if there are some new words in it, we can guess the meaning in the light of the context.

On the contrary, it will be difficult for us to understand, if the materials we are listening to are closely related to the cultural background knowledge we are not familiar with. Sometimes the materials may be easy and we can get the pronunciation of each word from the tape, but the lack of necessary cultural background knowledge may hinder our thorough understanding. If, for example, a student comes across a sentence like: Edward Kennedy went downhill since Chappaquiddick. He won't find it difficult to understand the structure of the sentence. But if he doesn't know that "Chappaquiddick" is the name of a place in America, and is used in this sentence to refer to the traffic accident E. Kennedy suffered, they cannot understand the real meaning. From the above explanation we can see how important the role that culture plays in our listening ability: Culture is one of its unalienable attachments. It can hinder our progress of listening, and it can also help it. So we should notice the existence of culture and try to take advantage of it.

6.3. Cultural influence on speaking

Just like listening, the ability of speaking is not a matter only concerned with pronunciation or intonation. People need to read a lot to understand the cultural background knowledge of the target language; only in this way they can communicate successfully with the others. So in the training of oral English, teachers should emphasize the practical use of the language, and try to use the materials which come from the daily life. This can help people use proper sentences in proper context. Otherwise, even if one may have been well trained in the linguistic aspect of the language, he may make mistakes or have misunderstanding for the sake of lacking related cultural background knowledge. For this, the experience of a young interpreter is a case in point: There is a young interpreter whose pronunciation is standardized and natural. The first time he was appointed to accompany a foreign guest, he tried to do everything he could to show that he was enthusiastic, kind, considerate, and competent. He tried to be attentive as possible by saying “You come this way.” “You sit here.” “Don’t go too fast.” “Follow me.” “Don’t be late.” But the next day, he was shocked to know that the foreigner didn’t want to go with him, because the foreigner thought that the young interpreter was not polite. In the foreigner’s eyes, the interpreter is not helping him, but scolding him as scolding a child. There is no problem in the interpreter’s English, but the lack of the cultural background knowledge makes him incompetent for this job. The story is simple, yet it says something important. In the course of oral communication, speakers should pay much attention to the context, i.e. what you are saying, to whom you are saying it, when and where you are saying it, etc.

4.4. Cultural influence on reading

From the previous studies reading process is not simply the repetition and reappearance of the language knowledge which the students already have, while it is a complicated process under the stimulations of outside information to decode, recognize, analyze, judge, and infer the material through the cognitive system (Larsen and Long, 2000:193,196), So it is critical for us to catch the nonverbal information, such as: the background information about humanism, history, geography, and the traditional local customs. Linguistic knowledge can affect one's reading, but cultural factors plays a more important role in the reading process, most of the true and serious reading barriers are not only from the language knowledge itself, but also caused by the cultural differences between the target language and our mother tongue.

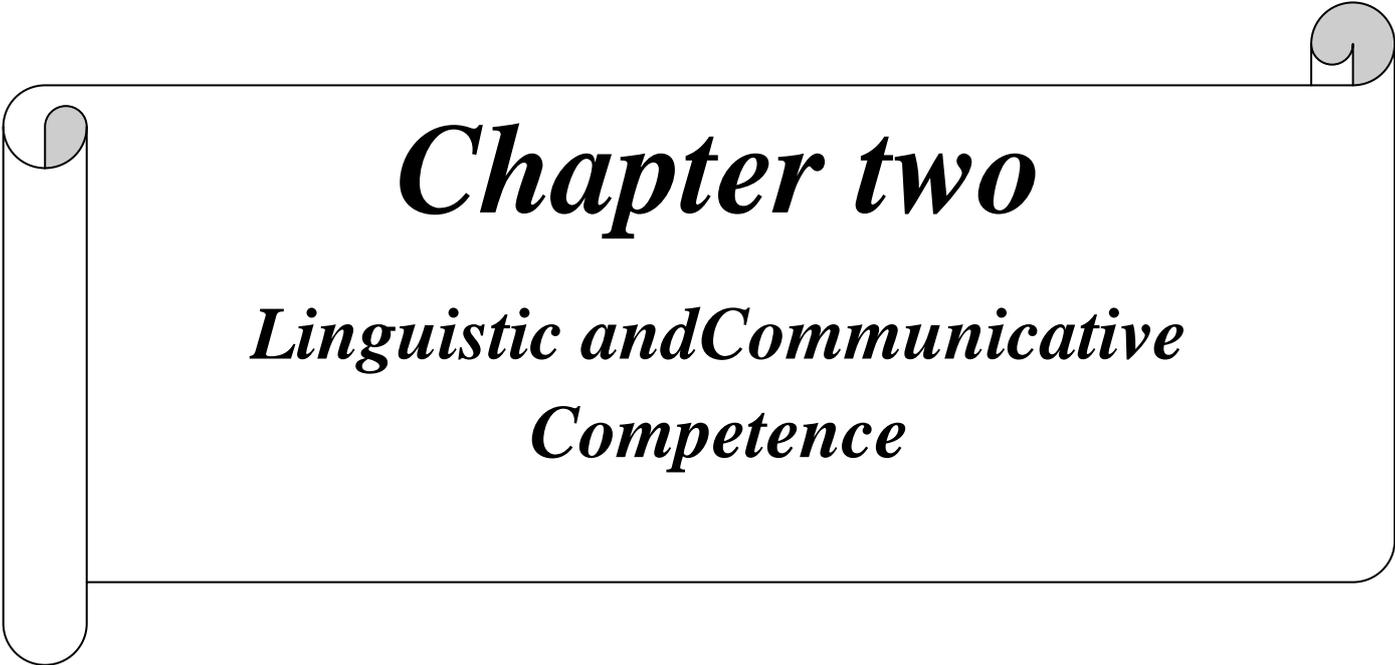
Cultural differences exist in background information, words, sentences, and text structures, all of which are going to become potential barriers in reading matters. Sometimes we find that the students may recognize and understand the meaning of each word in the text, but they are still not so clear about the meaning of the whole sentences or paragraphs. One of Churchill's speeches during the Second World War is a very typical example of this case. In his speech, he used his private secretary's words to express himself: "After dinner, when I was thinking on the croquet lawn with Mr. Churchill, he reverted to this theme, and I asked whether for him, the arch anticommunist, this was not bowing down in the house of Rimmon. Mr. Churchill replied, 'Not at all. I have only one purpose, the destruction of Hitler, and any life is much simplified thereby. If Hitler invaded Hell, I would make at least a favorable reference to the devil in the House of Commons. In the above paragraph, Churchill quoted three religious allusions: the first one is "bow down in the house of Rimmon." which comes from the "Bible". That means, "doing things against one's willingness"; the second one is "Hell"; and the third one is "the devil". If we

don't know the three allusions, we can't fully understand that Churchill likened Communist USSR to the "Hell" and the Soviet Communist to the "devil". In the use of the religious allusions in this paragraph, Mr. Churchill not only showed his anticommunist stand, but also avoided annoying the Soviet Union Communist directly.

So the real meaning of this paragraph is that his support to the USSR is for the salvation of the human beings, and it does not mean that he has changed his anticommunist stand. So we can see that the knowledge of language itself cannot solve all the problems in reading. People's works are always related with the culture of their nations, especially related allusions or usage, which we are not familiar with. That reminds us that we should pay attention to the cultural influence in reading.

Conclusion

In this chapter we conclude that living in today's multicultural world, language learners need to develop not only their linguistic competence but also their intercultural communicative competence to overcome both linguistic and cultural barriers that they may encounter in interaction with people from other cultures. And that is why we should concentrate on developing the cultural components by engaging learners in cognitive, behavioral and affective aspects of culture learning through a variety of interactive tasks and activities in which they develop their cultural knowledge, skills and attitudes required for effective communication and interaction with people from other cultures. The shift from traditional method of learning the linguistic competence to the modern method which focuses on intercultural communicative competence is a challenge that EFL teachers and learners have to deal with to meet the goals of foreign language education in our modern world.



Chapter two

Linguistic and Communicative Competence

Chapter two: linguistics and communicative competence

Introduction

2.1 Definition of Linguistic Competence

2.2 Definition of Communicative Competence

2.2.1 Communicative competence models

2.3 Discourse Devices Reflecting Target Culture

2.3.1. Collocations

2.3.2. Proverbs

2.3.3. Idioms

2.4. Barriers of Intercultural Communication

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Conclusion

Introduction

Most of foreign language learners (EFL learners) do not know how to say words in English. Because for them they can demonstrate and communicate effectively by using several ways to catch up the near message they want to say, these ways give them the opportunity in order to enrich their background of knowledge and vocabularies such as: using hands, imitating sounds and inventing new words. All of these actions are regarded as the so called the “Linguistic and Communicative competence”

The following chapter (Chapter two) ,we are going to discover the different notions of the two key terms “linguistic ” and “communicative competence ”, in addition, to some others definitions and views that are still exist as the real factor to illustrate the exact meaning of communicative competence . Moreover, we will attempt to explore the different types of Discourse Devices Reflecting Target Culture and their classification depends on their use, furthermore. Also we are going to focus on learners’ communicative competence. Most of them consider that language learning is a matter of developing grammatical competence and neglect the fact that it is important to communicate in English in different situations. To highlight this idea, we try to focus on the most Discourse Devices which reflect the Target Culture and what are the main barriers that face student or better Intercultural Communication.

2.1 Definition of Linguistic Competence

Linguistic competence is the unconscious knowledge of grammar which allows a speaker to use and understand a language. As used by Noam Chomsky and other linguists, linguistic competence is not an evaluative term. Rather, it refers to the innate linguistic knowledge that allows a person to match sounds and meanings, i.e. it includes knowledge of grammar and vocabulary at a sentence level. It involves constructing well-formed sentences according to a certain syntactic, semantic, morphological and phonological rules. Linguistic Competence defines also as a system of rules that governs an individual's implied understanding of what is acceptable and what is not in the language they speak. The concept, introduced by the linguist Noam Chomsky in 1965, was intended to address certain assumptions about language, especially in structuralism linguistics, where the idea of an unconscious system had been extensively elaborated and schematized.

Competence can be regarded as a revision of the idea of the language system. The empirical and formal realization of competence would be performance, which thus corresponds to diverse structuralism notions of parole, utterance, event, process, etc. Chomsky argues that the unconscious system of linguistic relations, which Ferdinand de Saussure named *langue*, is often mistakenly associated with knowledge or ability (or know-how). Chomsky is concerned to establish a science that would study what he calls "the language faculty", in analogy with other mental faculties like logic, which as a kind of intuitive reasoning power requires no accumulation of facts or skills in order to develop. Grammatical knowledge too seems to be present and fully functional in speakers fluent in any language. So competence in Chomsky's sense implies neither an accumulated store of knowledge nor an ability or skill. He rejects Saussure's *langue* as "merely a systematic inventory of items", and instead returns to a rationalist model of underlying competence

regarded as “a system of generative processes”. This has the advantage of explaining plausibly events of linguistic innovation in unpredictable situations, as well as pertinence of expression and understanding in particular contexts. This faculty seems to be absent in animals and (so far) in machines that can nonetheless be taught or programmed to use signs in imitative or predetermined ways.

In the field of language learning and teaching, “Linguistic competence may be thought of as the learner’s knowledge of the structures and vocabulary of the language and his ability to produce and comprehend well-formed sentences in the language”. (Fischer.1984). In this sense the student’s participation in the classroom is described by Fischer as rule-governed behavior in which his attention is focused on the application of rules to derive correct grammatical forms.

2.2 Definition of Communicative Competence

Moreover CC is a term coined by the anthropological linguist Dell Hymes (1972), he put forward this notion in response to the theories of the formal linguist Noam Chomsky (Chomsky, 1957; 1965), who focused on linguistic competence and claimed that any consideration of social factors was outside the domain of linguistics. Hymes (1972) argued that in addition to linguistic competence (the rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences), one also needed notions of sociolinguistic competence (the rules for using language appropriately in context) to account for language acquisition and language use. He also argued that language structure and its acquisition were not context-free, while Chomsky had claimed they were (i.e. that an innate language mechanism was sufficient to account for first language acquisition).

Communicative competence refers a person's unconscious knowledge of rules governing the appropriate use of the language in social situation .It is usually contrasted with linguistic competence .the person's unconscious knowledge of the formal patterning of language. as hall (2002) points out that communicative competence is the knowledge and ability one needs to understand and use linguistics resources in ways that are structurally well formed socially and contextually appropriate and culturally feasible in communicative contexts constitutive of different groups and communities of which one is a member it refers also to the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, *not* the ability to use the language exactly as a native speaker does.

2.2.1. Communicative competence models

The term communicative competence was coined by Hymes (1972), who defined it as the knowledge of both rules of grammar and rules of language use appropriate to a given context. His work clearly demonstrated a shift of emphasis among linguists, away from the study of language as a system in isolation, a focus seen in the work of Chomsky (1965), towards the study of language as communication. He conceptualization of communicative competence has been further developed by researchers such as Canale and Swain (1980) and Canale (1983), Bachman (1990) and Celce-Murcia et al. (1995), who attempted to define the specific components of the construct of communicative competence

The widely cited model by Canale and Swain (1980), later expanded by Canale (1983) this includes four competencies under the heading of communicative competence which are:

- **Grammatical Competence** (i.e. knowledge of the language code)

- **Sociolinguistic Competence** (i.e. knowledge of the sociocultural rules of use in a particular context)
- **Strategic Competence** (i.e. knowledge of how to use communication strategies to handle breakdowns in communication)
- **Discourse Competence** (i.e. knowledge of achieving coherence and cohesion in a spoken or written text).

Pragmatic competence is essentially included in this model under sociolinguistic competence, which Canale and Swain (1980: 30) described as ‘sociocultural rules of use’. However, it was not until Bachman that pragmatic competence came to be regarded as one of the main components of communicative competence.

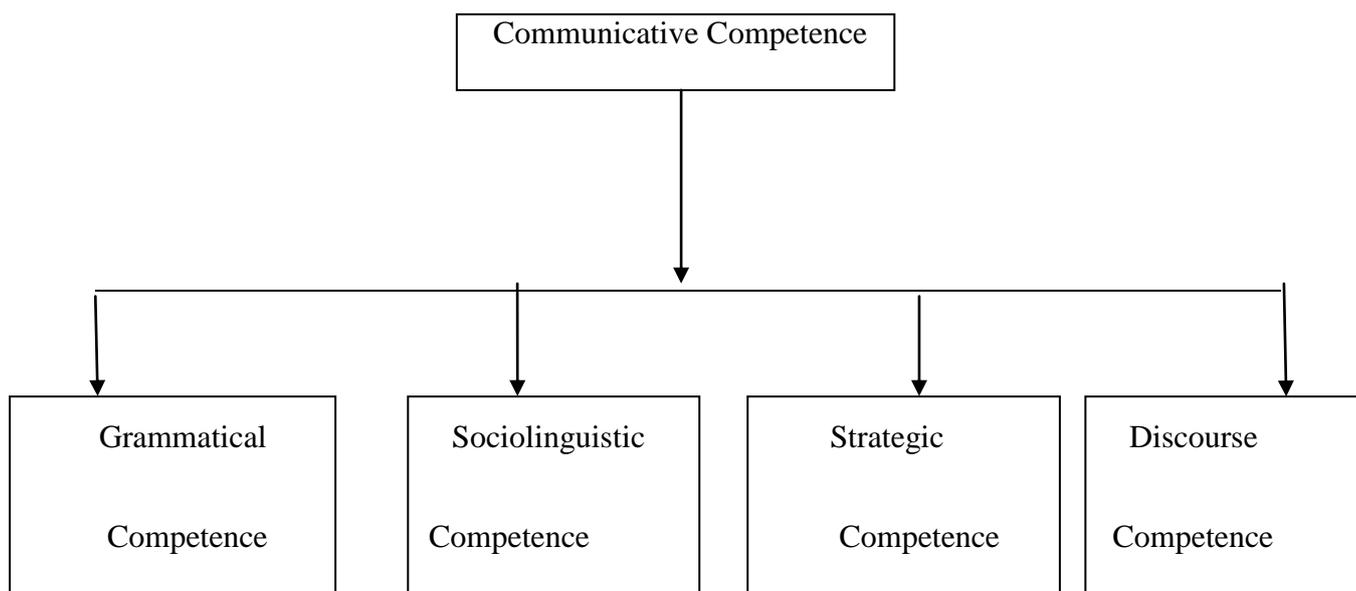


Figure. 01 Canal and Swain’s Model (1980)

Bachman’s (1990) Model of Communicative Competence which included three elements namely language competence, strategic competence and physiological mechanisms. Language competence comprises two further components: organizational and pragmatic competence. On the one hand, organizational competence consists of grammatical and textual competence, thereby paralleling Canale’s (1983) discourse

competence. On the other hand, pragmatic competence consists of illocutionary competence and sociolinguistic competence, the former referring to knowledge of speech acts and language functions and the latter referring to the knowledge of how to use language functions appropriately in a given context. This distinction between these two sub-competencies echoes Leech's (1983: 10-11) and Thomas's (1983: 99) division of pragmatics into pragmalinguistics, which has been defined as 'the particular resources which a given language provides for conveying particular illocutions', and sociopragmatics, which has been defined as 'the sociological interface of pragmatics'. Apart from language competence, the model also includes strategic competence and physiological mechanisms. The former refers to the mental capacity to implement language competence appropriately in the situation in which communication takes place, whereas the latter refers to the neurological and psychological processes that are involved in language use. The most notable advance on Canale's (1983) model is that Bachman's (1990) model identifies pragmatic competence as a main component of the construct of communicative competence that is coordinated with grammatical and textual competence rather than being subordinated to it and interacting with the organisational competence in many ways (Kasper, 1997).

Celce-Murcia et al. (1995)

Communicative competence divided into linguistic, sociocultural, strategic, discourse and actional competencies. In analysing these components they start with the core, that is to say, discourse competence, which concerns the selection and sequencing of sentences to achieve a unified spoken or written text. This competence is placed in a position where linguistic, sociocultural and actional competencies shape discourse competence, which in turn, also shapes each of the three components. Linguistic competence entails the basic elements of communication, such as sentence patterns,

morphological inflections, phonological and orthographic systems, as well as lexical resources. Sociocultural competence refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication in which they are produced. Actional competence involves the understanding of the speakers' communicative intent by performing and interpreting speech act sets. Finally, these four components are influenced by the last one, strategic competence, which is concerned with the knowledge of communication strategies and how to use them. This model thus provides a clear picture of the interrelationship among all the components. However, with regard to the function they assign to strategic competence, Usó-Juan and Martínez-Flor (2006) claim that this competence should be placed at the same level as the rest of the competencies, since its goal is that of building discourse competence while allowing communicative ability to develop in a parallel way to the other components.

Usó-Juan and Martínez-Flor's (2006a): In this current model of communicative competence whose main aim is to show how the four language skills serve to build discourse competence for communicative purposes, while also highlights the importance of the intercultural component given the increasing recognition that is nowadays associated to cultural aspects. In the following section, this model of communicative competence is briefly summarized.

2.3. Discourse Devices Reflecting Target Culture

2.3.1. Idioms

An idiom is a combination of words in which the meaning is opaque, i.e., it is not related to the meaning of the individual words. Idioms pose many difficulties in translation because they are culture-specific and differ from language to language and from culture to culture. Here are some examples of idioms:

-to rub someone the wrong way means to irritate someone

-by the skin of your teeth means that something was successful, but only just barely. “She passed the test by the skin of her teeth” means she almost didn’t pass.

2.3.2. A proverb

Is a short popular saying, often metaphorical, which expresses a basic truth or practical precept, based on common sense or cultural experience. Which gives advice about how people should behave or that expresses a belief that is generally thought to be true.

Here are some examples:

- Don’t cry over spilled milk.
 - Those who live in glass houses shouldn’t throw stones.
 - Honesty is the best policy.
 - A stitch in time saves nine.
- Idioms and proverbs often have a meaning that is greater than the meaning of the individual words put together, but in a different way than idioms. The literal meaning of an idiom usually doesn’t make sense, and idioms can be almost impossible to understand unless you have learned or heard them before.

The literal meaning of a proverb such as “Don’t cry over spilled milk” does makes sense on its own, but it’s not until you apply this meaning to a broader set of situations that you understand the real point of the proverb. For example, “Don’t cry over spilled milk” means “Don’t get upset over something that has already been done. It’s too late to worry about it now, just get on with your life.”

2.3.3. Collocations

Collocations are two or more words that often co-occur in different environments. Collocations create many difficulties in translation because the meaning of the word changes when it combines with other words. Thus, they cannot be translated on word for word basis. So, lexical problems of translation are therefore critical to any SL and TL text. Without solving them, we cannot translate effectively. However, they are not enough to cover all the important problems of translation.

Types of Collocation There are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types are:

- **Adverb + Adjective:** completely satisfied (NOT downright satisfied)
- **Adjective + Noun:** excruciating pain (NOT excruciating joy)
- **Noun + Noun:** a surge of anger (NOT a rush of anger)
- **Noun + Verb:** lions roar (NOT lions shout)
- **Verb + Noun:** commit suicide (NOT undertake suicide)
- **Verb + Expression With Preposition:** burst into tears (NOT blow up in tears)
- **Verb + Adverb:** wave frantically (NOT wave feverishly)

2.4. Barriers of Intercultural Communication

According to chick (1996:332) the reason for intercultural miscommunication is sociolinguistic transfer. Sociolinguist transfer is the use of one's rules of speaking when using a second or FL language .for example complements differs across countries and cultures the frequency of complimenting may lead to miscommunication and for this Hofstede (2002) summarized the major barriers of intercultural understanding in five elements.

1-language

Language is basically a means for communicating with others but a good language user is not the one who knows and can understand a language number of words ,nor the one that masters grammatical rules; language is more than lexis and syntax, it involves in addition to knowing what to say, knowing when, where, how, and why to say it .

2-non-verbal communication

In verbal communication, be it oral or written, ideas, beliefs and feelings are transmitted via words. In non-verbal communication people also communicate not through words but, via non-linguistic elements like gestures, facial expressions, wave of the hand, and body postures...etc. for that reason, non-verbal communication is generally defined as “ all types of communication that take place without words. It includes a very wide range of communication behavior; everything from a nod; to the wave of a hand, to wearing a new suit, to arriving five minutes early for an appointment” (Rogers & Steinfatt, 1999:162)

3- Stereo types

Stereotypes are generalizations about some group of people that oversimplify their culture. Such generalizations thwart correct perception of the qualities of people who are different from us. When we stereotype we classify people on the basis of our previous experiences (Hofstede, 2002. Many stereotypes are completely incorrect and others greatly distort reality. We tend to see others not as they actually but as we want or expect to see them, as we have been socialized to perceive them. Accordingly, it may be true to assume that stereotypes are socially and culturally formed. For instance, Asians have a gift for mathematics and science, Germans build the finest automobiles, and the French have

the best chefs, and are very romantic, the Italians have the finest opera singers. Stereotypes often lead to prejudice.

4- Evaluation

It is the tendency to evaluate the behavior of people from other cultures as good or bad. Right or wrong, and make a judgment based on our own cultural preconceptions. We prejudge others without full comprehension or examination of their behavior. Prejudice is a groundless attitude (most often a negative attitude) toward a foreigner built on a comparison with one's group. One result of prejudice is discrimination; "the process of treating individuals unequally on the basis of their ethnicity, gender, age, sexual orientation, or other characteristics" (Rogers and Steinfatt, 1999:56)

An important source for pre judgment is being ethnocentric .ethnocentrism is the belief that one's cultural costumes, value norms are superior to others'. The notion of ethnocentrism comes from two Greek words (ethno; people or nation ,and ketron; center it signifies being centered on one's cultural group and judging other cultures according to one's cultural values ethnocentrism is an important impediment to effective intercultural communication because it prevents an objective understanding of unlike others all the elements of one's culture ,customs values, religious beliefs ,become source of pride ,respect and admiration , while the elements of an out group(a fag, for example)become objects of disrespect and hatred hence strangers are viewed as inferior and perhaps morally wrong to avoid prejudice Hofstede (2002) advises people involved in any kind of intercultural interaction to postpone their interpretations and evaluation of others' behavior till they know more about these cultural values.

5- Stress

Most people often feel bothered when placed in new situation (a new family ,school or town);accordingly being in an unfamiliar setting ,(in a foreign country for example, though intercultural contact may take place in one's original country)with people having a dissimilar language ,norms, values and attitudes makes intercultural interactions one of the stressful experiences that a person may pass through. 'like every other unfamiliar experience, intercultural contact is likely to involve some stress" if the person fails to manage his stress , he would be subject to a more critical psychological state, commonly known as culture shock.

Culture shock

It has been asserted previously that in the different types of unfamiliar situations, individuals become subjects of stress, if one is unable to manage and decrease his stress, in other words does not know how to adopt to new and unfamiliar situation, this stress may develop into "strong feelings of discomfort, fear, or insecurity which a person may have when they enter another culture". (Richards&schimidtn2002:139) these feelings are generally known as cultural shock. Culture shock is "the traumatic experience that an individual may encounter when entering a different culture "(Rogers and Steinfatt, 1999:212)

This may cause some problems by students' lack of intercultural awareness like

- **Miscommunication:** for example when responding other's "Thank you" after offering help, some students will more naturally say "It's my duty." or "It's what I should do." That is really affected by the tradition of this people , while the native speaker feels upset as s/he thinks you are fulfilling a task. The proper expression may be "It's my

pleasure.” or just simple “My pleasure”. Apparently the English sentences used by the students here were all grammatically correct but they caused some misunderstandings and upset. We can draw this conclusion: it is quite necessary for those who learn a foreign language to have some knowledge about a particular culture and pay due attention to the different features between Arab and western cultures.

- **Adaptation or Borrowing (Arabic words in English accent or structure)**

Many students translate English sentences and communicate with each other with the following structure: English words + Algerian speaking way + Algerian cultural background. They beset English to their native culture. Thus, the misunderstanding and offend would take place, and that also leads to Algerian/English i.e. English in Algerian style .Algerian/English is an abnormal language phenomenon, which is often used by Algerian EFL students and learners. This leads them to make some errors. These errors can be divided into four kinds, that is,

- a) Confusing the meaning of words
- b) Using flowery or cliché words
- c) Omitting indispensable words
- d) Wrong collocation.

2.5. Reasons for the Problems

There are several reasons for the problems in students cultural awareness mentioned above. They are as follows:

- **Different Concepts of Values:**

From the history, Algeria and western countries went through different historical periods and formed different concepts of values. Nevertheless, in western cultures religions tend to be polytheistic the concept of God and therefore project the cultural

features of the culture that thinks of God, whereas in Arabs tradition religions are monotheistic and humanized.

- **Different Thinking Patterns:** The western thinking pattern is a direct one, while the Algerian one is indirect. When westerners talk about something or write something, they express themselves directly instead of indirectly. In English, the topic sentence most often occurs at or near the beginning of each paragraph. However, in Algerian culture, the topic sentence is often the last sentence of every paragraph and paragraphs are structured so that we build towards the argumentative point. For example, in English essays, they express their opinions firstly and then focus on it; on the contrary, Algerian people often try to create an artistic conception during their conversation with others. The Algerian thinking pattern affects Algerian English learners greatly; which leads to the barrier of intercultural communication.

More often than not, Algerian people do not go into the main point directly and they try to create a harmonious atmosphere by beating about the bush, in order to make the other side know what they mean gradually. Westerners do not have this habit, so they often do not understand what foreigners really want to say, because they regard communication as a process of ideas exchanging and information exchanging, paying more attention to show their own ideas, so they ask and answer questions directly.

Conclusion

This chapter highlights the notion of communicative competence and its perspective in learning a new language. It is important to look for learners' needs in a foreign language and to seek for the best ways of the learning process. The communicative approach shifts teachers' and learners' attention to the reality of language learning; from learning the grammatical competence to learning the communicative competence. It stresses the importance of operating a real situation of language use and aims at making learners able to communicate in a foreign language. The traditional objectives and contents are now replaced by ones that are essentially communicative in nature. Communicative methodologies stress the active nature of the learning process and the involvement of the learner in negotiating meaning. Students in the classroom, use the target language in different social contexts to develop their communicative competence through interaction with their peers.

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Chapter three

Filedwork

Chapter 3: Methodology and Findings of the Field Work

Introduction

3.1 Methodology

3.2 Aim of the Questionnaires

3.3 Description of the Questionnaires

3.3.1 Description of Teachers` Questionnaires

3.3.2 Description of Students` Questionnaires

3.4 Data Analysis

3.4.1 Analysis of Students` Questionnaires

3.4.2 Analysis of Teachers` Questionnaires

3.5 Results of the Questionnaires

3.6 Corpus Analysis

3.6.1 Description of the Process

3.6.2 Results of the Corpus Analysis

3.7 Discussion of Research Findings

3.8 Discussion of Research Hypothesis

3.9 Implications for Teachers and Students

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Conclusion

General Conclusion

Introduction

The following chapter is designed to analyze the results obtained through the effectiveness of intercultural awareness for developing the EFL learners' communicative competence. Our aims from conducting this study are to confirm if our hypothesis is true or false. Since students are main variables of this study, their views and opinions are very important to test the stated hypothesis. Then the most appropriate methodological tool that has been used in this study is through giving questionnaires to students. While, we have chosen to work on third year LMD students of the English division at Biskra University of the academic year 2015/2016 and to evaluate their application of intercultural awareness in their classes. In addition in order to identify the third year LMD students' problems in communication, mainly connected to the lack of the cultural knowledge, and to check their attitudes and perceptions of the subject under study, the students' questionnaire is designed to provide us with the needed data.

3.1. Description of students' questionnaire

An introducing paragraph precedes the 19 items. All items are spread out of the sections. Each one is aimed to provide us with a specific set of information but with a relative aim. The following is a brief description of each section:

Section one: Personal information (1 to 5)

It contains three items designed to obtain general information about the students' age, sex, if English was their first choice and finally their feeling while studying it now.

Section two: Students' intercultural awareness and communicative competence (6 to 19)

This second section which consists 13 questions is meant to provide us with students' general opinions and evaluations of their personal cultural knowledge about the target language and to what extent it influences their communicative competence. The attempt behind addressing these questions in this section is to test if communicative competence will be mentioned or not so to confirm or reject our hypothesis concerning its importance without directing the participants' opinions. Furthermore, this section contains questions about the importance of integrating culture in learning the language.

3.2 The administration of the questionnaire

The questionnaire was administered to 30 students of third year LMD with the presence of their teacher. When piloting the questionnaire, problems completely disappeared when we introduced it especially when we insisted on the fact that they are free in expressing their opinions and points of views, and all what will be said will remain anonymous. To avoid misunderstanding or misinterpretation, we provided them only with the literal meaning of the items to not influence them.

3.3 Data analyses

Data will be treated in tables, and information will be presented and analyzed according to the order of items in the questionnaire. All of the 30 students answered the questionnaire, so all of the 30 copies will be taken into consideration.

Section one: (01 → 05)

Item 01: Age

Age	number	percentage
21	05	16.67%
22	12	40%
23	07	23.33%
24	01	3.33%
25	04	13.33%
No answer	01	3.33%
TOTAL	30	100%

Table n° 1: Students' age

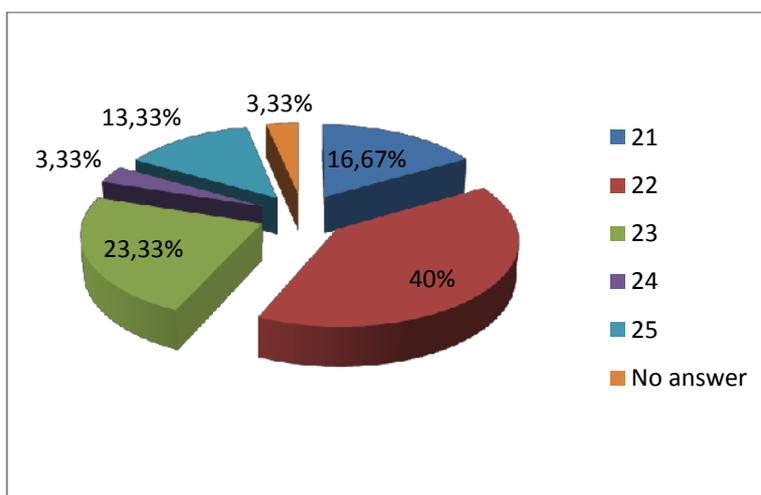


Figure n° 1: Students' age

According to table n°1, students' age varies between 21 to 25 years. This reflects a great interest to study the English language by different categories of people.

Item 02: Gender

Gender	number	percentage
Male	07	23.33%
Female	23	76.67%
Total	30	100%

Table n°2: Students' gender

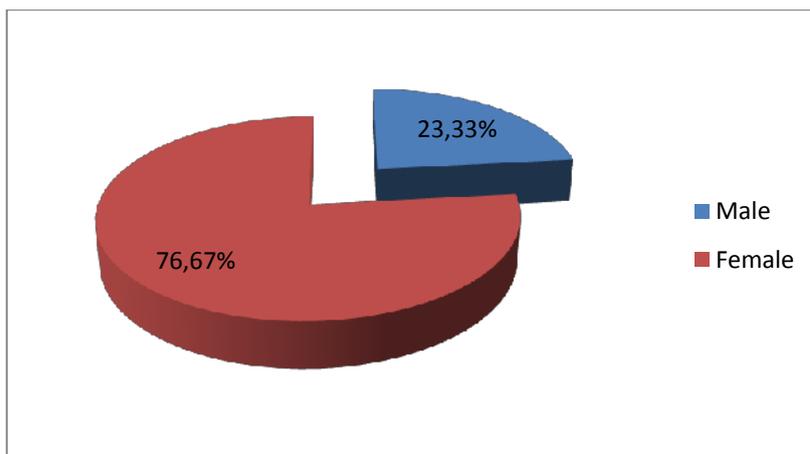


Figure n°2: Students' gender

It is clear from the above table that the leading majority is females with 23(76.67%), which largely exceeds males' number representing 07 (only).

Item 03: whether studying English at the university was their first choice

Options	Number	Percentage
Yes	22	73.33%
No	8	26.67%
Total	30	100%

Table n°3: Students' choice

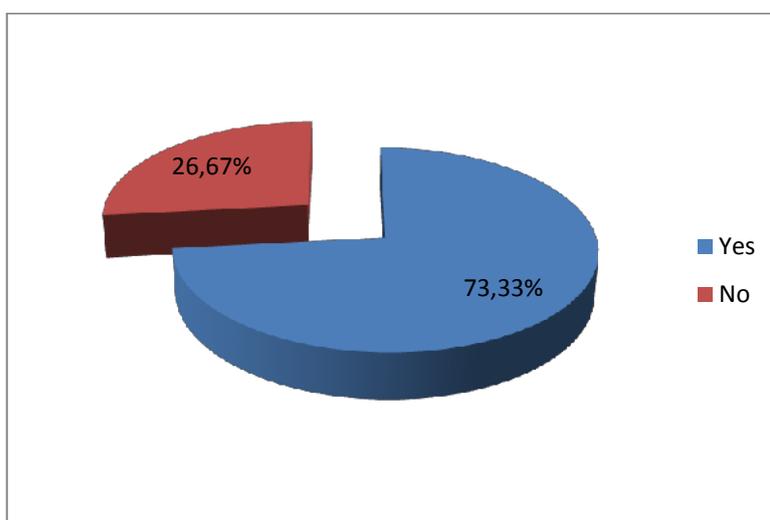


Figure n°3: Students' choice

From the obtained results, it is clear that the majority of students representing 22 (73.33%), studying English was their first choice at the university and only 8 (26.67) students it was not their first choice ie they have other interest. This fact considerably

affects students' language proficiency, if we consider that English language is favorable for most English students.

Item 4: if not ,how do you feel now that you are studying it ?

Options	Numbers	Percentage
Bored	0	0%
Motivated	08	100%
Indifferent	0	0%
Total	30	100%

Table n°4: students' feeling while studying English

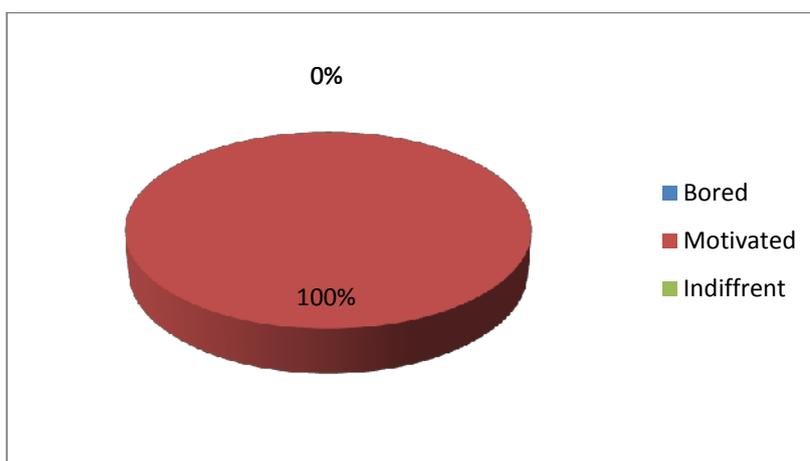


Figure n°4: Students' feeling while studying English

From the obtained results that 8(100%) of students whose their English stream was not their first choice but they feel motivated to study it no.

Section two: (06 —19)

Item 06: do you think that you can run a conversation with a native speaker?

Options	Numbers	Percentage
Yes	16	53.33%
No	14	46.67%
Total	30	100%

Table n°5: Students ability in communication with native speakers

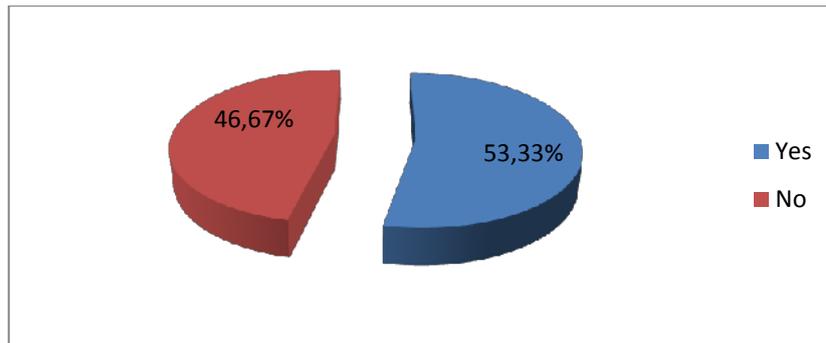


Figure n°5: Students ability in communication with native speakers

According to table n°5, 16(53.33)out of 30 claim that they can run a conversation with native speakers without any difficulties whereas 14 (46.67%) say they have some difficulties in using the language with native speakers.

Item 6.1: if no ,is it because

Options	Numbers	Percentage
a-Linguistic problem	02	14.29%
b-Lack of cultural knowledge	05	35.71%
c-Inability to use linguistic expression appropriately	04	28.58%
d-Other factors (psychological /self confidence ,)	01	7.14%
More than one choice	18	60%
Total	30	100%

Table n°6/: Students' results lack of communication

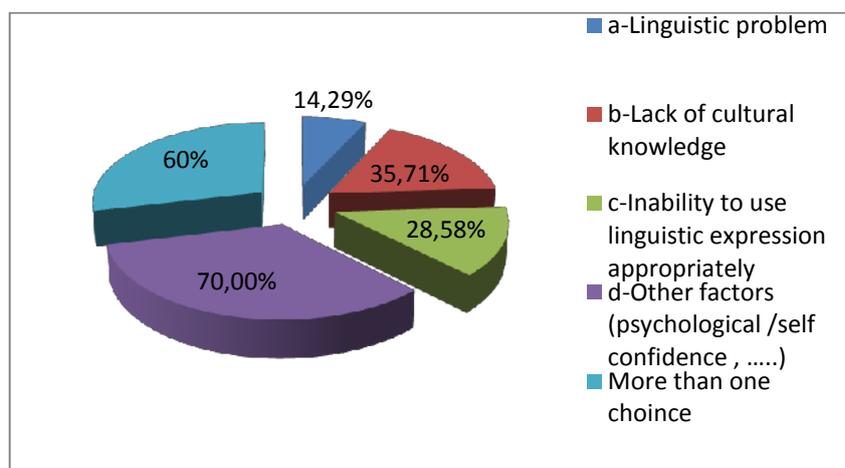


Figure n°6/: Students' results lack of communication

It is clear from the above table that the major obstacle facing the learners is lack of the cultural knowledge of the target language with a percentage of 35.71% which enable them to communicate effectively then it comes their inability of use it s linguistic expression appropriately in percentage of 28.58% then 14.29% for the linguistic problem and finally 07.14% for Other factors (psychological /self confidence , ect.....) and only 2 students who choice linguistic problem and their inability of expressing themselves appropriately and some psychological factors

Item07: How do you evaluate your linguistic competence?

Possibilities	Number	Percentage
Very satisfying	00	00%
Satisfying	22	73.33%
Not satisfying	08	26.67%
Total	30	100%

Table n°7: Students' personal evaluation of their linguistic competence

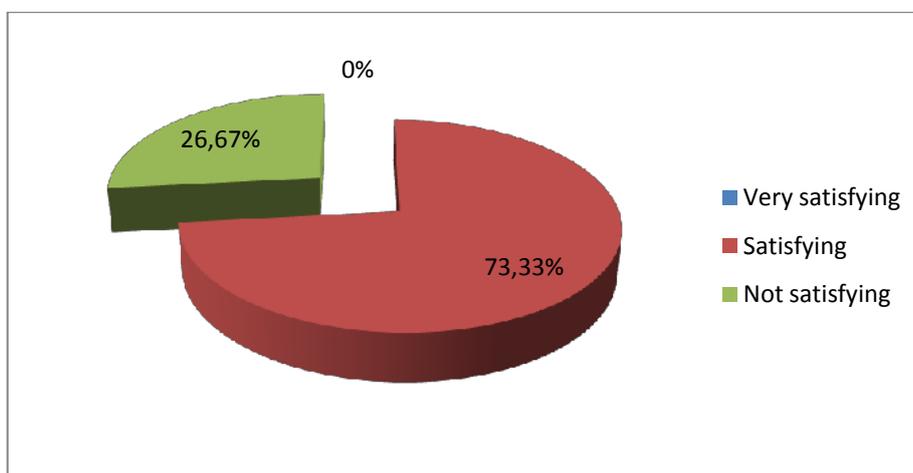


Figure n°7: Students' personal evaluation of their linguistic competence

From the table above shows 22(73.33%) out of 30 claim that they are satisfied by their linguistic competence, unlike 8(26.67%) who state that they are not satisfied; whereas no student seems very satisfied by his/her linguistic competence.

Item08: Do you think that the linguistic competence is enough for the learner to master the foreign language?

Possibilities	Number	Percentage
Yes	10	33.33%
No	19	63.33%
No answer	01	3.33%
Total	30	100%

Table n°8: Students' perception of the importance of the linguistic competence

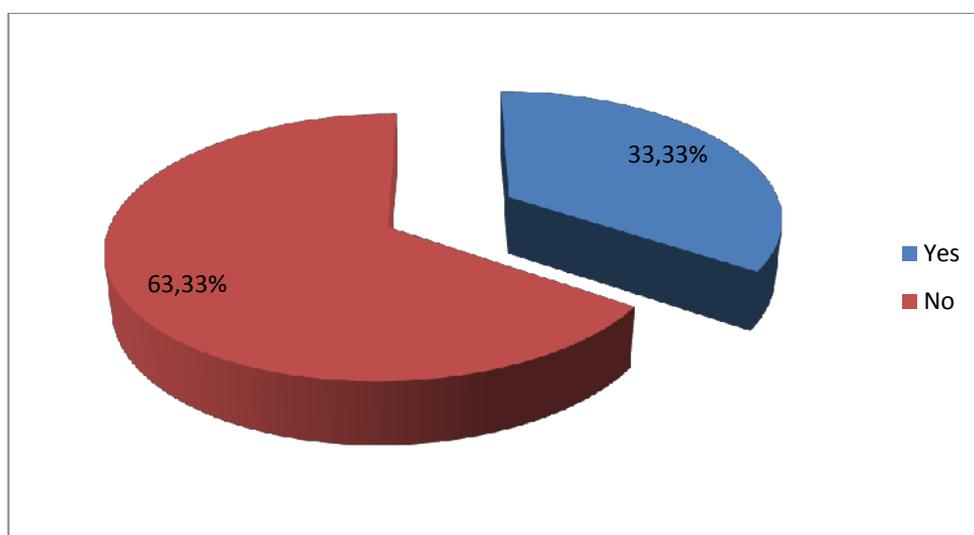


Figure n°8: Students' perception of the importance of the linguistic competence

Table above shows 19 (63.33%) of students assume that linguistic competence is not enough for the learner to master the foreign language, unlike 10 students (10%) who assume the opposite.

-Students' justification

The 19 (63.33%) students who said that the linguistic competence is not enough to master the language justified their answers claiming that students need other abilities and competences to master the language. Others assumed that linguistic competence goes hand in hand with performance, so the student needs performance to master the foreign

language. The students explained that the learner needs communicative competence to master the language because for them the learner must use that linguistic knowledge in communicative situations. For those who said that linguistic competence is enough for the learner to master the language explained that anyone who can master the linguistic aspect is able to master the foreign language .

Item09: Do you think that communication is neglected in the classroom?

Possibilities	Number	Percentage
Yes	21	70%
No	9	30%
No answer	00	00%
Total	30	100%

Table n°9: Students' opinion about being communication neglected in the classroom

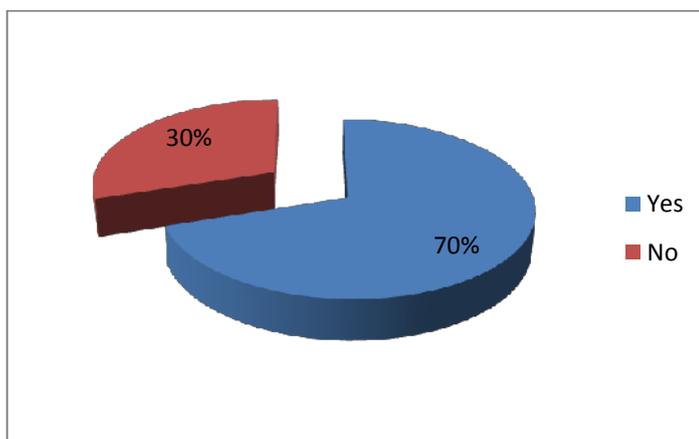


Figure n°9: Students' opinion about being communication neglected in the classroom

From what the table above shows 21 students (70%) think that communication is neglected in the classroom, whereas 09 (30) think the opposite.

Students' justification

Students who claimed that communication is neglected explained their choice by saying that it is the teachers' fault because teachers' major concern is to finish the lesson for the

short time of the session, they talk all the time without giving the opportunity to students to speak, consequently, the students become receptive rather than productive. The absence of motivation is another reason for being communication neglected in the classroom. For those who claimed the opposite, they justified their answer by saying that teachers do their best to achieve the goal of the course which is giving the opportunity to students to communicate.

Item10: During performing communicative tasks, do your teachers focus on

Possibilities	Number	Percentage
Correcting grammar mistakes	04	13.33%
Meaning of the communication	12	40%
Both of them	14	46.67%
Total	30	100%

Table n°10: The major focus of teachers while performing communicative tasks

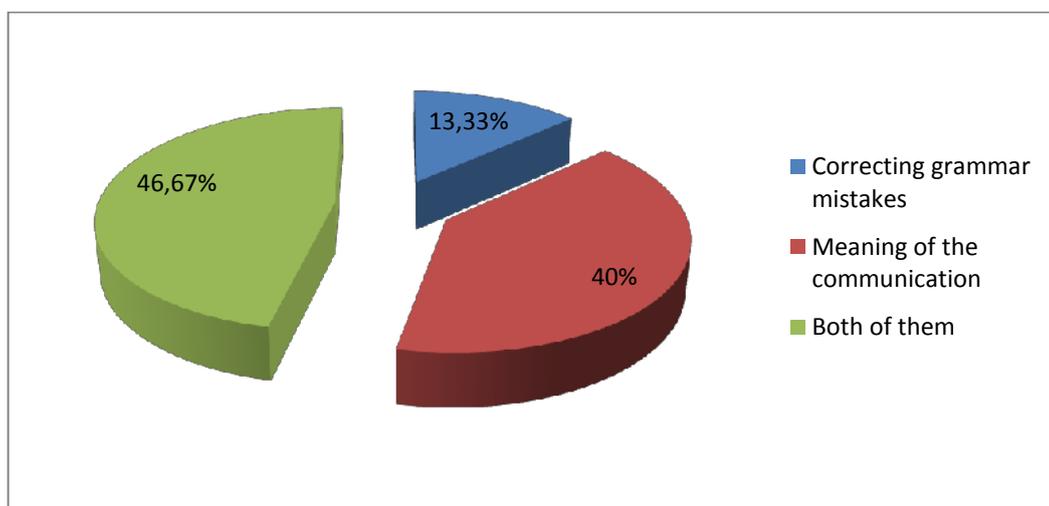


Figure n°10: The major focus of teachers while performing communicative tasks

From the table, we can see that 04 (13.33%) students say that their teachers focus on correcting grammar mistakes, whereas 12 (40%) of students see that their teachers focus on

the meaning of communication. 14(46.67%) of students state that their teachers focus on both correcting grammar mistakes and meaning of communication.

Item11: How do you evaluate your competence in communication during performing communicative tasks?

Possibilities	Number	Percentage
Very satisfying	01	3.33%
Satisfying	18	60%
Poorly satisfying	10	33.33%
Not satisfying	01	3.33%
Total	30	100%

Table n°11: Students' personal evaluation of their competence in communication

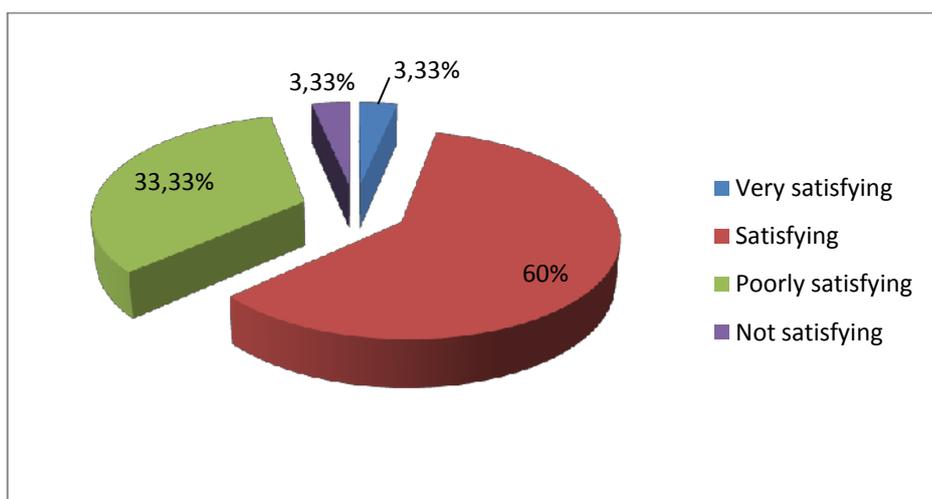


Figure n°11: Students' personal evaluation of their competence in communication

The table above shows that 18 students (60%) out of 30 consider their communicative competence as satisfying, followed by 10 students (33.33%), who seem poorly satisfied with their level of communicative competence. Whereas only 01 student (03.33%) out of 30 who thinks that his/her competence is very satisfying. And another one who think that he is not satisfying on his communicative competence .

-If poorly satisfying or not satisfying, it is because:

possibilities	number	percentage
Psychological problems	04	13.33%
Fear of the teacher's judgment	02	6.67%
Lack of self confidence	01	3.33%
Lack of vocabulary	03	10%
Lack of exposure to authentic materials	00	00%
Total	30	100%

Table n°12: Students' reasons of their poor competence in communication

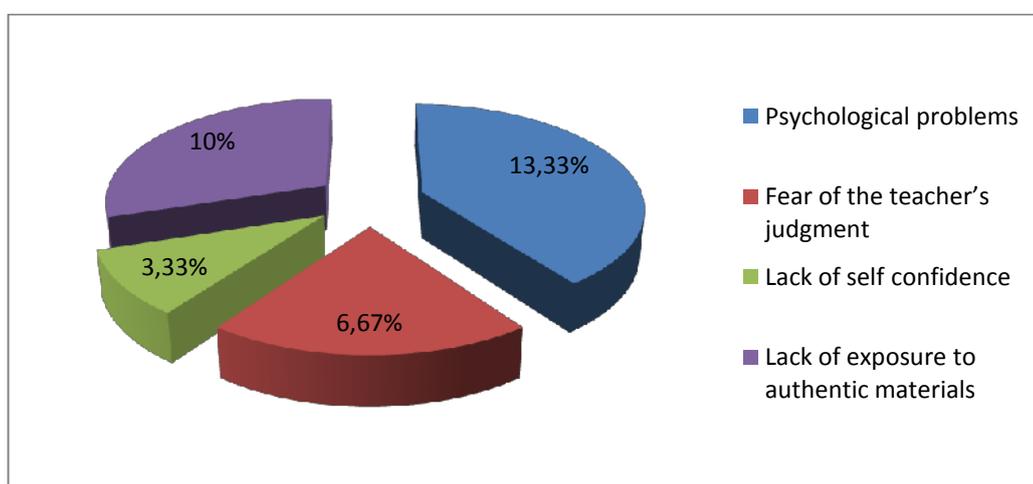


Figure n°12: Students' reasons of their poor competence in communication

According to the results presented in table n°12, variant reasons lay behind their poor competence in communication. 04students (13.33%) state that their poor ability is due to the psychological problems that are related to shyness, fear of the audience, faltering or hesitating etc.02 students (06.67%) state that they have fear of the teacher's judgments. 1 students (03.33%) say that they have a lack of self-confidence while performing communicative tasks. Whereas 03students (10%) claims that his/her inability is due to the lack of vocabulary and no one state that they are not competent enough because of the lack of exposure to authentic materials which is the first and fundamental tool to improve their competence.

Item13: Which of the following is your favorite communicative task?

Possibilities	Number	percentage
Performing role plays, storytelling etc.	14	46.67
Talking with native speakers through internet outside the class	10	33.33
Doing a survey or research paper and discussing it with classmates	01	3.33
Interacting with the teacher and classmates about personal topics	04	13.33
Total	30	100%

Table n°13: Students' favorite communicative task

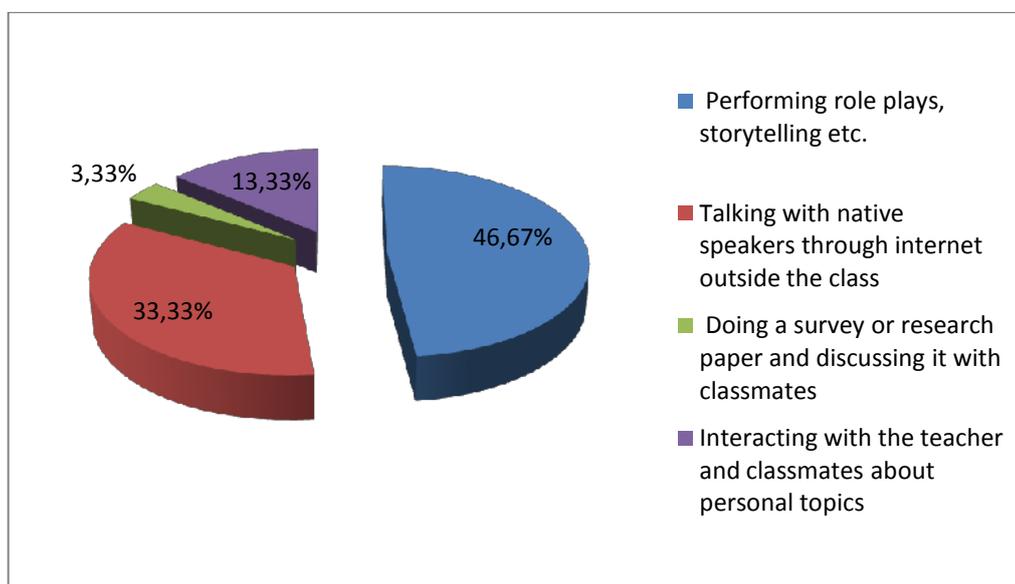


Figure n°13: Students' favorite communicative task

From the results presented in table n°13, we can see that students are very interested in doing communicative tasks. The favorite activity for 14 students (46.67%) state that they like to perform role plays, storytelling, games etc. Because they are funnier and amusing. .

Whereas 10 students (33.33%) this might be easier and more natural way to acquire and develop a communicative competence .Doing a survey or a research paper and discussing it with classmates is the favorite task only for 01 (03.33%)student.04 students (13.33%) out of 30 claim that the best activity for them is to interact with the teacher and classmates about personal topics, since they share opinions and attitudes towards topics of mutual or even opposite interest. 01 students 03.33% did not provide their answer, the reason might be their carelessness about activities that require participation in the class.

Item 14: In your opinion, culture of the foreign language in not integrated enough in the classroom.

Possibilities	Number	Percentage
Yes	20	66.67%
No	09	30%
No answers	01	3.33%
Total	30	100%

Table n°14: Students' opinion about the integration of culture in the classroom

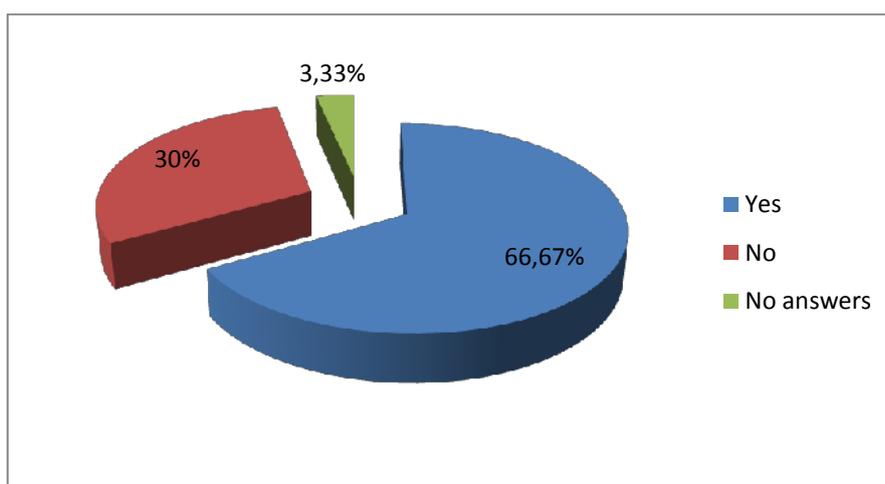


Figure n°14: Students' opinion about the integration of culture in the classroom

From the table n°14 the vast majority of students (66.67%) state that culture of the FL is not integrated enough in the classroom and they justify their answers that they already have

a module and they have a competent teachers to give them the necessary knowledge about the target language culture , and 09 students (30%) state that culture is integrated in the classroom because the teacher deal with Algerian cultural context so that there is no need to know the forging culture. They claim also that integrating culture is not important for him/her because they are not interested in the FL culture, and their goal in learning English is to be better only in the grammatical aspect.

Item15: Do you think that integrating culture in the classroom is important?

Possibilities	Numbers	Percentage
Yes	30	100%
No	0	00%
Total	30	100%

Table n°15: Students' opinion about the importance of integrating culture

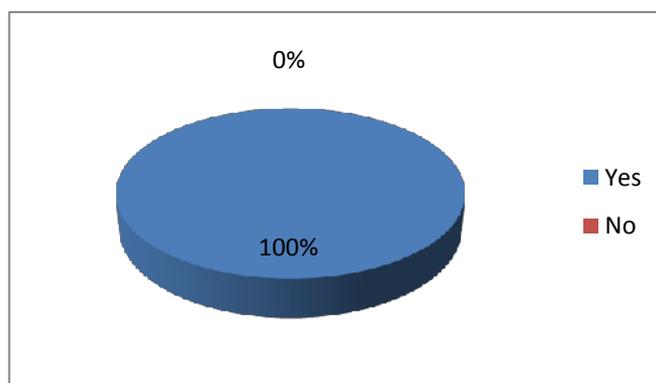


Figure n°15: Students' opinion about the importance of integrating culture

The table above shows that 30 (100%) students out of 30 think that integrating culture is important in the classroom.

Students' justification

According to students who say that integrating culture in the classroom is important, culture facilitates learning process. They claim also that learning about culture in the classroom has a long term benefits for learners to become more effective teachers in the

future. Even their previous justification about the integration of the target language culture in classroom was the opposite of what they answer now.

Item 16: How often does your teacher use tools to integrate culture in the classroom?

Possibilities	Number	Percentage
Yes	08	26.67%
No	21	70%
No answer	01	3.33%
total	30	100%

Table n°16: Students' opinion about the frequency of using tools to integrate culture.

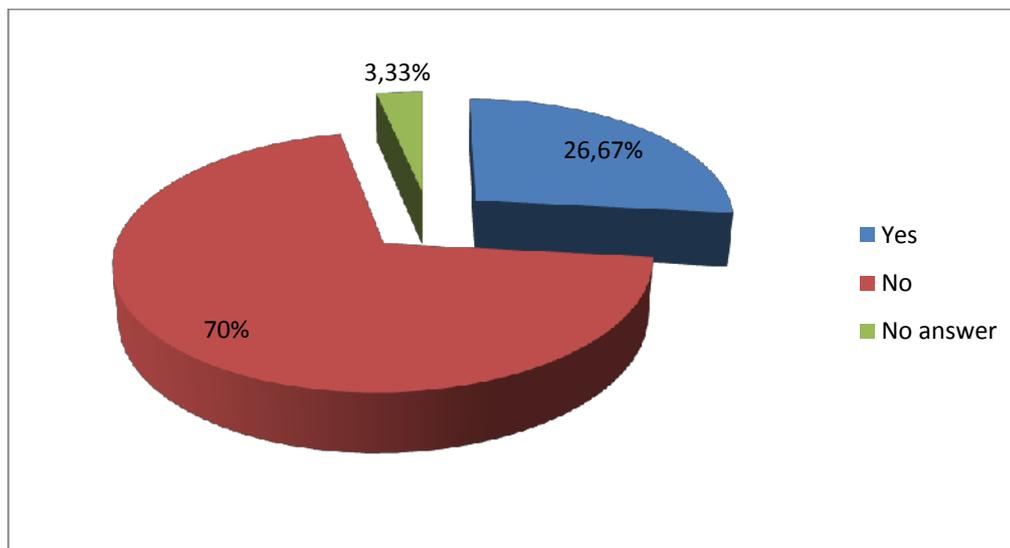


Figure n°16: Students' opinion about the frequency of using tools to integrate culture

From the table n°16, we can see that 08 students (26.67%) see that their teacher always uses tools to integrate culture, whereas 21 students (70%) see that their teacher do not use any tools to integrate culture in the classroom.

Item 17: Do you think that benefiting from tools that present FL culture in the classroom is enough for you to be culturally competent?

Possibilities	Number	Percentage
Yes	11	36.67%
No	16	53.33%
No answer	03	10%
Total	30	100%

Table n°17: Students' perception about the sufficiency of tools used in the classroom to integrate culture

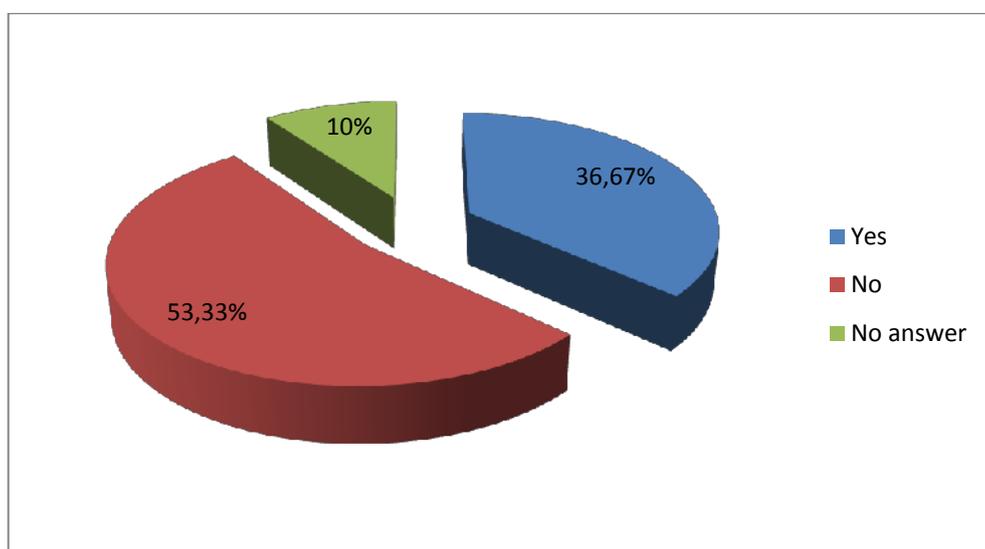


Table n°17: Students' perception about the sufficiency of tools used in the classroom to integrate culture

From what table shows that n°17, 11 students (36.67%) think that the amount of the cultural aspect presented in the classroom is enough for them to be culturally competent. Whereas 16 students (53.33%) assume that taking use of cultural knowledge in the classroom is not enough to make them culturally competent. and the other 3 students they have not answered this question.

Item 18: What do you do to acquire cultural knowledge?

Possibilities	Number	Percentage
Benefit from tools presented in class	06	20%
Watch FL TV (films, documentary, videos...etc)	13	43.33%
Read about FL literature and works of art.	04	13.33%
Chat directly with native speakers through internet	07	23.33%
Total	30	100%

Table n°18: Students' sources of acquiring cultural knowledge

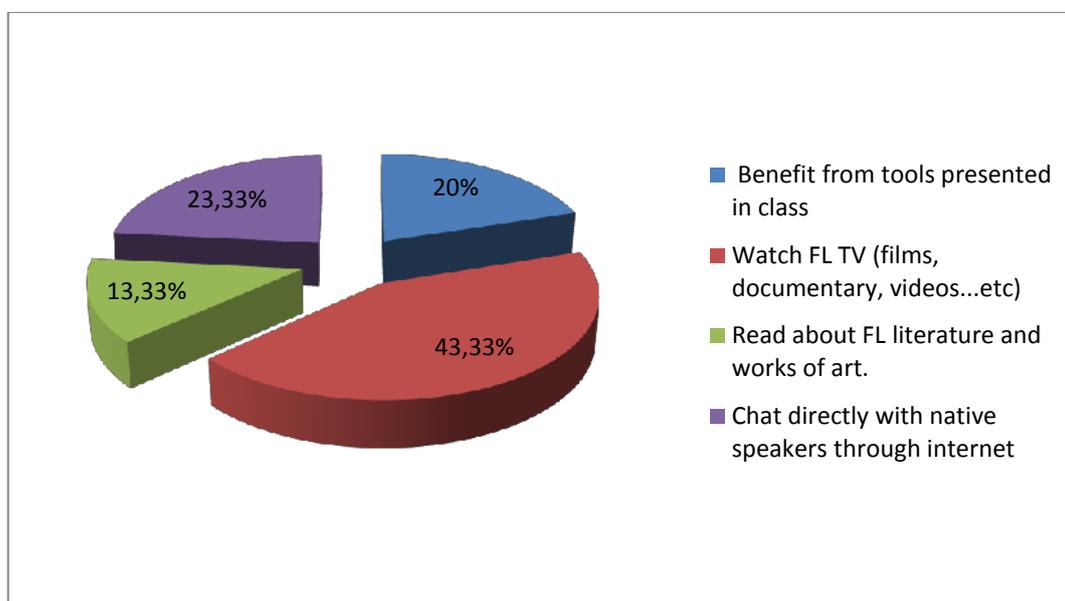


Figure n°18: Students' sources of acquiring cultural knowledge

From results presented in table n°18, we can see that the majority of students prefer to get their cultural knowledge through Watch FL TV films, documentary, videos...etc and interacting with native speakers in the net, since it is considered as a fast and easy way for

them to recognize native speakers' attitudes and their social interaction rules and knowing more about their culture. 06 students (20%) learn about the FL culture through the tools presented in the class. Whereas few students prefer to learn about FL culture through its literature and works of art.

Item 19: Do you think that the poor knowledge about the FL speech community's cultural rules and social norms is the reason of learners' poor communicative abilities?

Possibilities	Number	Percentage
Yes	19	63.33%
No	09	30%
No answer	02	06.67%
Total	30	100%

Table n°19: Students' opinion about the reason of learners' poor communicative abilities

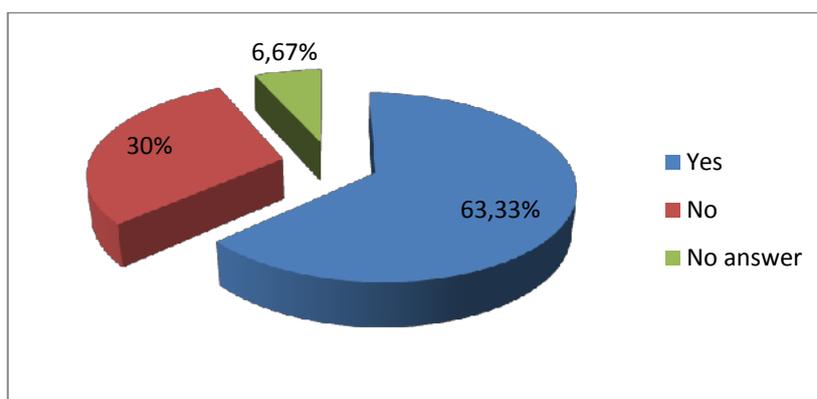


Figure n°19: Students' opinion about the reason of learners' poor communicative abilities

From the table above we can deduce that the majority of students who say that the reason of the learners' poor communicative abilities is their poor knowledge about the speech community's social and cultural norms, culture plays a key role in making students communicate appropriately in cultural contexts if not they will be lost in real life discussion and even they will not get the real meaning of what would say by this words . Others justify their answers claiming that the knowledge of FL social and cultural norms facilitates communication because it reinforces students' confidence, provides them with

comfort and flexibility when communicating in real life situations. whereas Students who say that the reason of learners' poor communicative abilities is not the lack of knowledge of social and cultural norms of the FL speech community, they justify their answers claiming that knowledge of the different aspects of native speakers' culture cannot make learners communicatively competent, rather the student needs to have other abilities such as grammatical, linguistic and pragmatic ones in order to reach an acceptable level of competence and learning the cultural aspects of the culture is just a general information which does not influence their learning of FL. For other students, the knowledge of FL culture is not a primary necessity to master communication.

3.4 Findings

Before revealing the results of the analysis of the questionnaire by sections, certain unsuspected points and that come to sustain the current research and may add an additional support to the work should be mentioned. All the students expressed themselves in English which represents the whole population. This fact reflects a linguistic competence if we consider that we are dealing with third year in the department of English and answers expected to provide with are simple sentences expressing their personal perceptions. Even they have not justified all the questions and they have satisfied with answering the question by yes / no. Third year students are aware of what competence means and they admit that they are not satisfied with their linguistic competence and point out that the student must have more than the linguistic competence to master the foreign language.

In section two the students clearly declare that their competence in communication is between average and poor, the reason lies in that communication in the classroom is not given much importance on the grounds that teachers focus on teaching grammar and vocabulary rather than communication. They also claim that their weakness in communication stems from problems related to the lack of exposure to authentic use of

language and restrained to the psychological status while performing communicative tasks such as lack of self confidence which discourages them to engage in communication. From the obtained data in the questionnaire, we noticed that students like to engage in communicative activities through performing tasks with classmates, or through the net with native speakers. This reveals that students support the idea of making oral expression sessions as the only time of communication and interaction so as they improve their competence in communication, they also relate it to the amount of exposure to FL culture; they declare that their teachers rarely use tools to integrate culture although it is important in improving their competence in communication. This shows a clear discrimination of the role of incorporating cultural insights in the classroom. According to the students' answers, they are curious about the FL culture; this is shown in their interest about native speakers' attitudes, behaviors, and interaction norms which push them to seek for opportunities to get more familiar with FL culture through other tools outside the class,. Students' agreements on the idea that culture incorporation improves their communicative abilities reveal that students are aware that culture is an important element of being competent in communication although some of them disagreed and claimed that culture is not as important as other elements of communicative competence such as the linguistic and pragmatic elements.

Teachers' Questionnaires

Introduction

The teachers' questionnaire is intended to investigate the teachers' opinions about the effectiveness of intercultural awareness in improving EFL learners' communicative competence. It also aims at investigating the teachers thought of how language is being taught and the problems being encountered with teachers in their teaching tasks.

Administration of the questionnaire

The teacher's questionnaire consists of teachers of oral expression and culture in the department of English at the University of Biskra. The questionnaire was distributed to ten (10) teachers. The questions were divided into two types either closed questions, requiring teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, and open questions where teachers are requested to give explanation to their answers. The teachers questionnaire consists of (22) questions which were divided into three main sections.

Section one: (01 to 05) Background information

It contains three items designed to obtain general information about oral expression and culture teachers' level in terms of educational level, their experience in teaching the module of oral expression.

Section two: (06 to 11) Culture and intercultural awareness and competence

This section is designed to provide us with teachers' opinions about their students' level of cultural competence, their opinions of the importance of the cultural knowledge in improving learners' communicative abilities, and their tools to integrate cultural insights. The last item is an open ended question in which we asked for teachers' suggestions to improve learners' communicative competence.

Section three: (12 to 22) Students' communicative competence

This section contains ten items, and the focus is made on teachers' opinion about their students' level of communicative competence and their evaluation of their own teaching method. Teachers' are given an open space to provide with explanation, justification or suggestion. The last item of this section is an introduction to the next section that is related to the cultural aspect.

Analysis of the Questionnaire:

Data gathered will be treated in tables, and information will be presented and analysed according to the order of items in the questionnaire. Only 10 teachers answered the questionnaire, so the numbers of copies that will be taken into account are 10 copies.

Section one: Background information

1. Your gender?

Option	Number	Percentage
Female	4	50%
Male	4	50%
Total	8	100%

Table 20: Teachers' gender

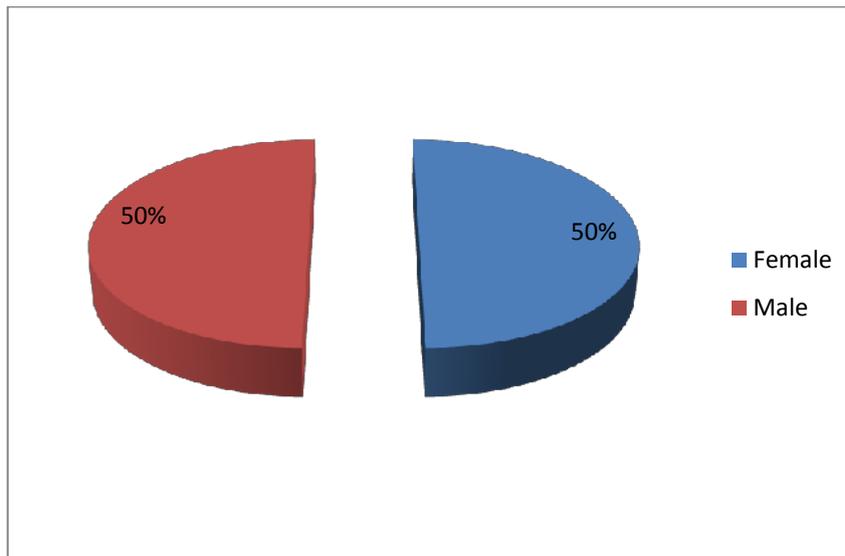


Figure n20: Teachers' gender

The table above shows that the number of both male and female teachers is Equal, So (50%) for each.

3. How long have you been teaching English?

Option	Numbers	Percentage
Once	2	20%
Twice	3	30%
More than twice	5	50%
Total	10	100%

Table n 21: The Teaching Experience of 'Oral Expression

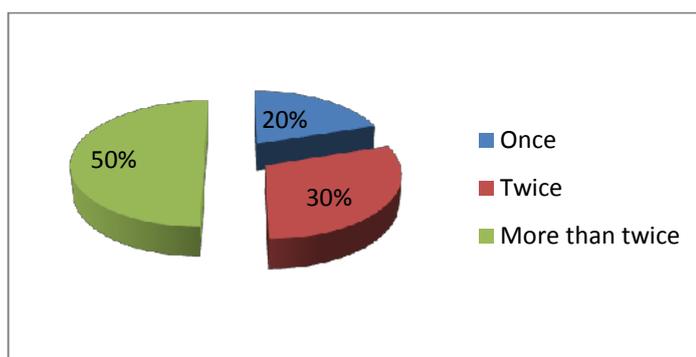


Figure n 21: The Teaching Experience of 'Oral Expression

Possibilities Number Percentage 20% teachers claim that they teach oral expression module once , in addition 30% they affirm that they teach twice ,and the last percentage Teachers' period of teaching oral expression module was 50 % and those are experienced teachers .

2. From which you graduated?

Options	Numbers	Percentage
University	10	100 %
Higher Institute of Teachers	0	0%
Total	10	100

Table n22 : teachers' graduation

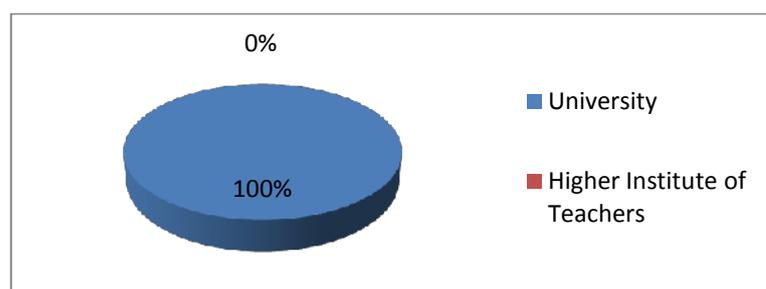


Figure n22 : teachers' graduation

From the table above all teachers graduated from the university .

4.Do you teach ?

Options	Numbers	Percentage
Oral expression	4	40%
Culture	3	30%
Both of them	3	30%
Total	10	100%

Table n 23: Teachers module of teaching

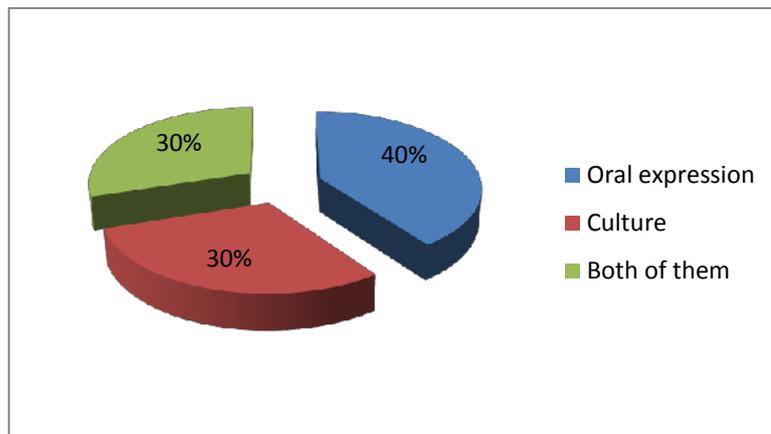


Figure n 23: Teachers module of teaching

From what the table above shows that the majority of teachers making up of 40% they are teaching oral expression, but others they say that they teach culture making up of 30%, the last pare they claim that they teach both of them 30%.

5.How many years have you taught this module?

Options	Numbers	Percentage
Less than five years	4	40%
5 to 10 years	5	50%
More than ten years	1	10%
Total	10	100%

Table n24: Teachers' experience in teaching

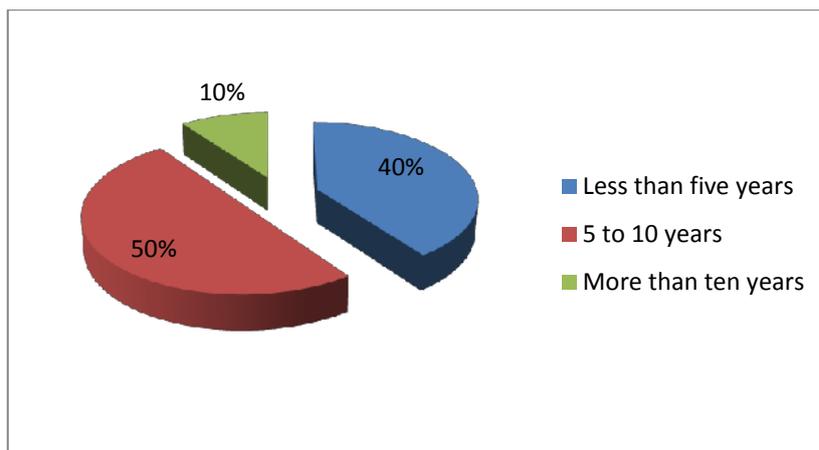


Figure n24: Teachers' experience in teaching

Possibilities Number Percentage Less than 5 years 40% ,and 5 to 10 years 50% More than 10 years 10% , so most teachers teach both modules for a long time they are experienced teachers.

Part two: culture and intercultural awareness and competence

6.As far as third year students are concerned, how do evaluate their cultural competence?

Options	Numbers	Percentage
Good	5	50%
Acceptable	3	30%
poor	2	20%
Total	10	100%

Table n25: Teachers' evaluation of students' cultural competence

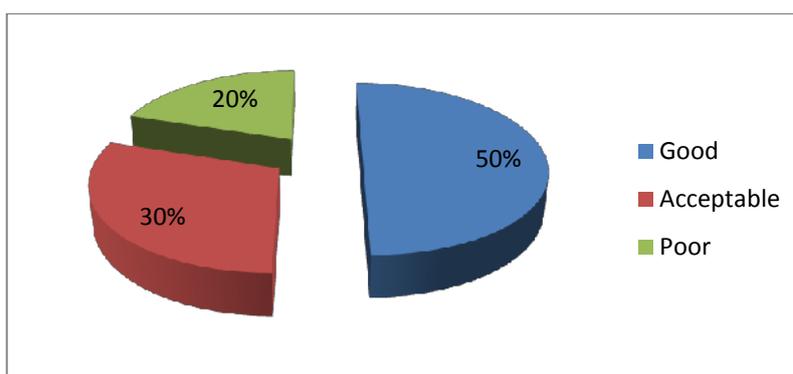


Figure n25: Teachers' evaluation of students' cultural competence

According to the table n°06, 5 teachers evaluate their students' competence of communication as still good; 3 teachers estimate it as acceptable. Whereas just 2 teacher claims that the level of students is poor.

Justification:

Most students were good in their communicative competence through their teach of the English culture, but just a few students who have acceptable level in their cultural competence .Most time just the weak students who have poor level due to many reasons like learning English as additional diploma.

7. Do you think that communication can be developed independently of its cultural context?

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

Table n26: Teachers' opinion about cultural context

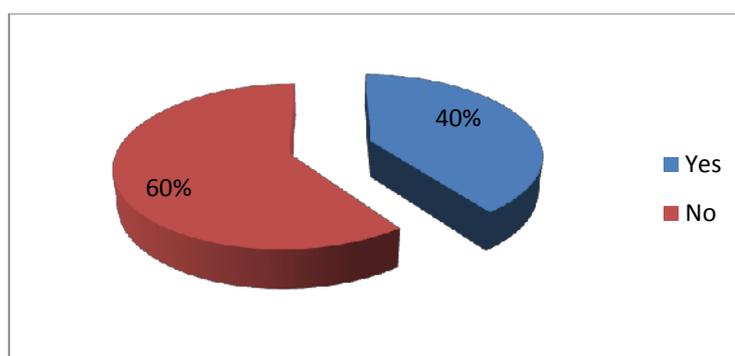


Figure n26: Teachers' opinion about cultural context

From the table we can see that the majority of teachers 60 % claim that students' communication can be developed independently of its cultural context, while the rest 40% opted for no .

7-1 -If no, in your opinion, to what extent cultural competence is important for being communicatively competent

Options	Numbers	Percentage
Important	3	50%
Very important	2	33.33%
Not important	1	16.67%
Not important at all	0	0%
Total	6	100%

Table n 27: Teachers opinion about the important of cultural competence

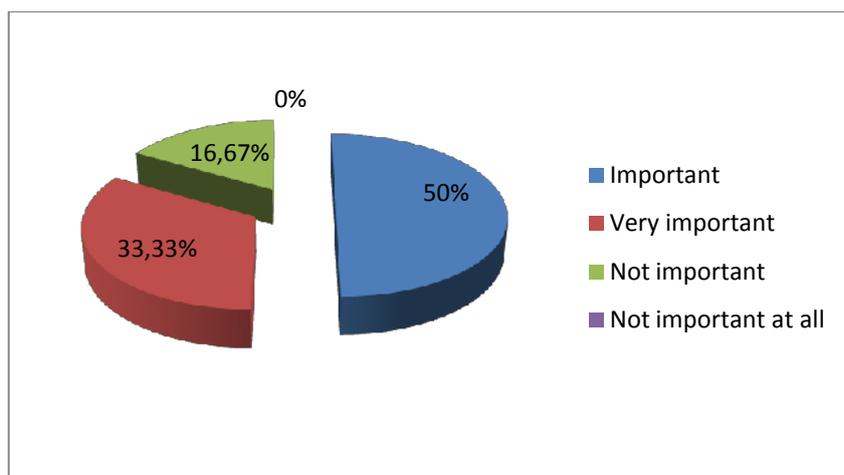


Figure n27: Teachers opinion about the important of cultural competence

The table shows that the extent cultural competence is important for being communicatively competent making up of 50%, others see that it's very important 33.33% ,and the least part is not important 16.67%,but no one claims for not important at all.

Justification: most teachers affirm that cultural competence is important because it help students to achieve their abilities and communicate effectively during the courses .

8. What are the tools and materials that you usually use to introduce the FL culture?

Options	Numbers	Percentage
History and literature	1	10%
Authentic materials	5	50%
Literary texts -Tapes -Songs	1	10%
films, movies - documentaries	1	10%
No answer	2	20%
Total	10	100%

Table n 28: Tools and materials that teachers' use to introduce FL culture

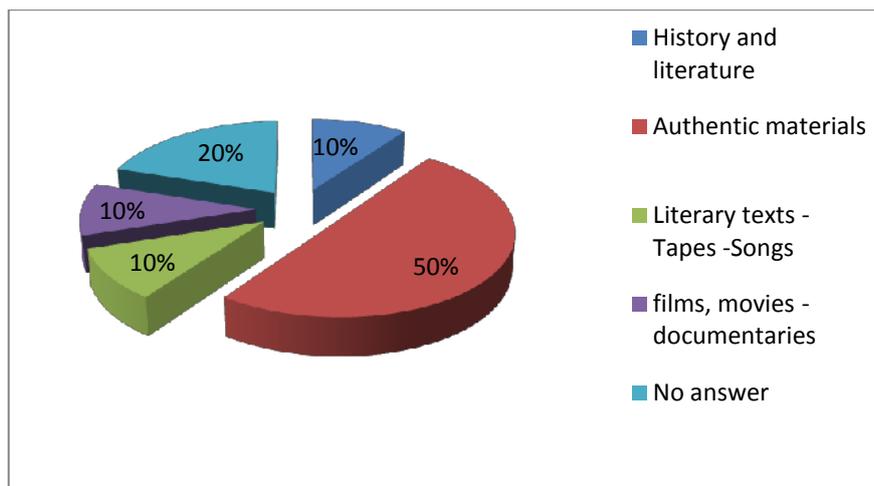


Figure n 28: Tools and materials that teachers' use to introduce FL culture

From what the table shows tools and materials Number Percentage -Denotative and connotative meanings -Lexical fields -History and literature 01 10% -Still working on myself in what concerns FL culture, the teacher has to master it at first 01 10% -Authentic materials -authentic texts 05 50% -Literary texts -Tapes -Songs 01 10% -Audio visual aids -Pictures 01 10% -films, movies -documentaries -songs 01 10% No answer 02 20% .

9. what are the most known obstacles that faced you to reach your goal and raising the intercultural awareness ?

10. Do you think that exposing students to the FL culture improves their cultural competence and therefore their communicative competence?

Options	Numbers	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Table n 29: Teachers' opinion about the effect of FL culture on the cultural competence and communicative competence

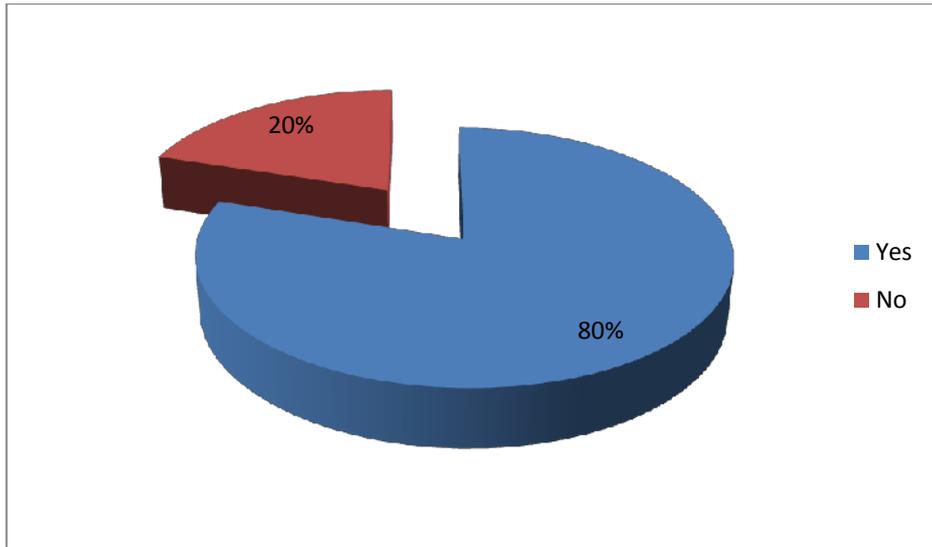


Table n 29: Teachers' opinion about the effect of FL culture on the cultural competence and communicative competence

The majority of students affirm that 80% FL culture have a great effect on students communicative competence , while 20% say that it did not help students because only the good material and skills can help them to communicate effectively .

11. As a teacher of language how do you teach English?

Options	Numbers	Percentage
In Algerian cultural context	1	10%
in English cultural context	7	70%
Or both	2	20%
Total	10	100%

Table n30: Teachers' method of teaching English

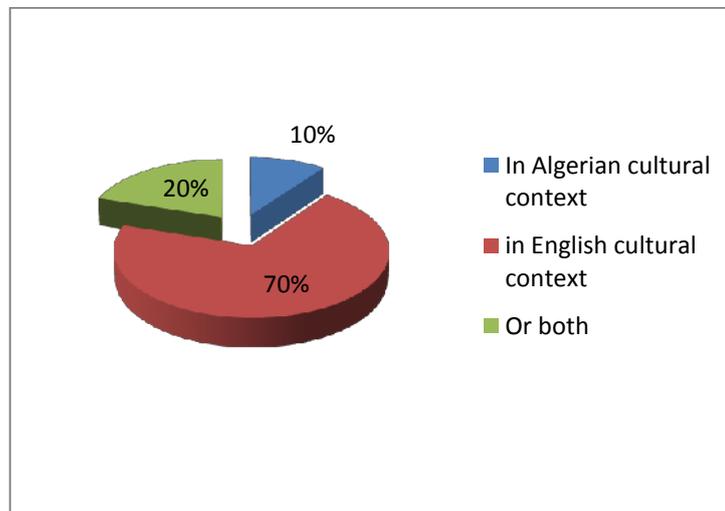


Figure n30: Teachers' method of teaching English

From the present table teachers affirm that they teach English in English cultural context 70%, while others say they teach it in Algerian cultural context 10%, and the last they teach both 20%.

-Do you have a particular preference

Part three: About Students' Communicative Competence

12. As far as third year students are concerned, how do you evaluate their level of competence in communication?

Options	Numbers	Percentage
Good	5	50%
Acceptable	3	30%
Poor	2	20%
Total	10	100

Table n 31 : Teachers' evaluation of students' communicative competence

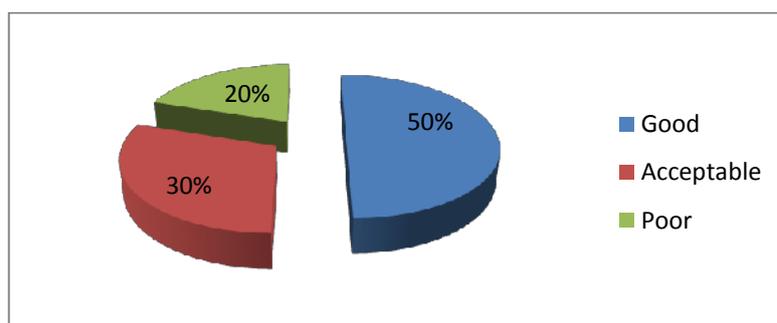


Table n 31: Teachers' evaluation of students' communicative competence

According to the table n°12, teachers evaluate their students' competence of communication as still poor 20%; teachers estimate it as acceptable 30%. Whereas the majority of teachers claim that the level of students is good.

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

Options	Numbers	Percentage
The student himself	6	60%
The method used	4	40%
Total	10	100%

Table n 32: Teachers' opinion about the reasons of students' poor communication

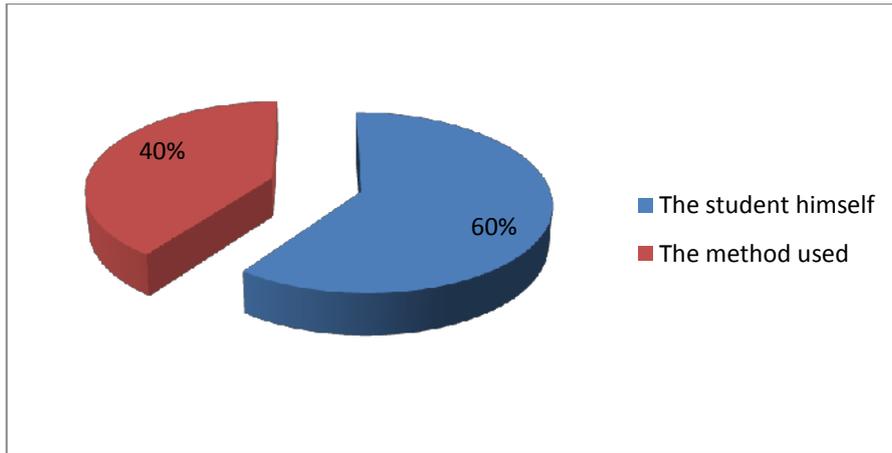


Figure n 32: Teachers' opinion about the reasons of students' poor communication

The majority of teachers 60% claim that the poor communication of students are due to the student himself and this is related to many personal factors , in addition 40% teachers affirm that may be due to the method of teaching did not help students to study effectively . Also we have others such as : the poor practice of students , the poor tools and material , the poor management of the classroom and the bad atmosphere of the classroom .

14. In your opinion, communication is not given much importance in the classroom

Options	Numbers	Percentage
No	0	0%
Yes	8	80%
To a certain extent	2	20%
Total	10	100%

Table n 33: Teachers' overview about the importance of communication in the classroom

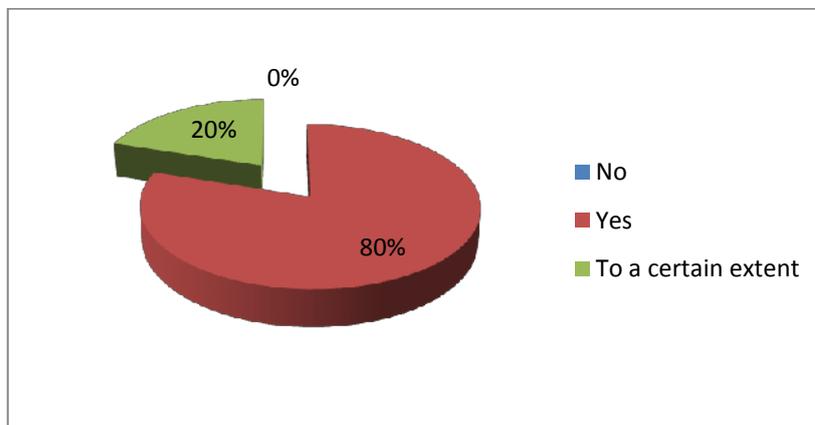


Figure n 33: Teachers' overview about the importance of communication in the classroom

The table above shows that, teachers affirm 80% communication is much important in the classroom, but just a few number say that it's because of certain content in the classroom.

15. As far as third year students are concerned, what do you think should be the overall goal of teaching communicative competence?

Options	Numbers	Percentage
To allow students practice the oral language	4	40%
To make students communicate easily	4	40%
To make students able to use the target language in different real life situations	2	20%
Total	10	100%

Table n34: Teachers' opinion about the goal behind teaching communicative competence

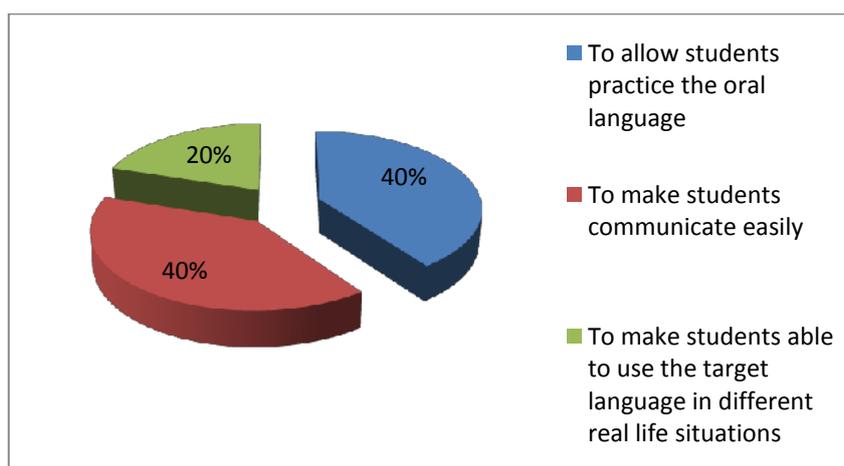


Figure n34: Teachers' opinion about the goal behind teaching communicative competence

From the analysis we can deduce that the majority of teachers claim that 80% the goal behind teaching communicative competence is to allow students to practice the oral language or the make them communicate easily, in contrast few number 20% affirm that To make students able to use the target language in different real life situations .In addition it help students to rich their background and have new vocabulary, so it lead them to speak fluently.

16. What approach or method do you think is the most appropriate to attain this goal?

Options	Numbers	Percentage
The audio lingual method	1	10%
The communicative approach	9	90%
Others	0	0%
Total	10	100%

Table n 35: Teachers appropriate method for good communication

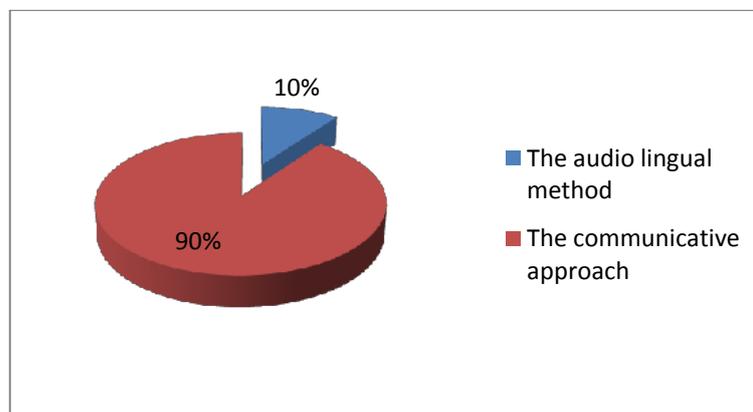


Figure n 35 : Teachers appropriate method for good communication

One teacher believes that the most suitable method to make students able to use the target language in different real life situations is the audio-lingual method. Nine teachers believe that the communicative approach is the most appropriate to achieve this goal.

Justification of the answer:

The audio-lingual method: Exposing learners to audio-lingual media will improve their pronunciation and their communicative capacities.

-In the CA, students are part of the task unlike the AL method students are considered as parrots.

-The CA gives students the opportunity to use the TL in real life situations.

-The CA is based on providing the student with communicative activities meant to improve learners' accuracy and fluency.

-The CA allows students to acquire some interesting information about literature in a light and entertaining way, the latter is, of course, communication.

17. What activities do you usually use?

Options	Numbers	Percentage
Role-play	2	20%
Pair-work	2	20%
Free discussion	1	10%
Presentation	5	50%
Total	10	100%

Table n 36: Teachers' used activities

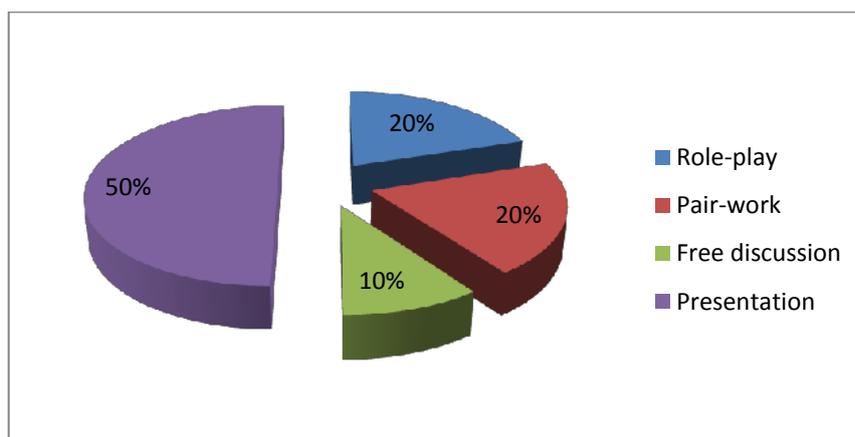


Table n 36: Teachers' used activities

According to the table n°17, teachers use a variety of activities in which their main focus is to make students engage in real life communication and to make them active and productive in communication process. Teachers affirm that presentation activities give them the opportunity to express themselves 50%, in addition -Games -Role plays -Debates 20% , also the variety of activities fit the different learning styles of learners like 20% - Pair work , then Different subjects discussion 10% Free discussion in order to show their thoughts.

18. Do you qualify your teaching method as offering opportunities to students to develop their competence in communication?

Options	Numbers	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

Table n 37: Teachers view about developing students' competence in communication

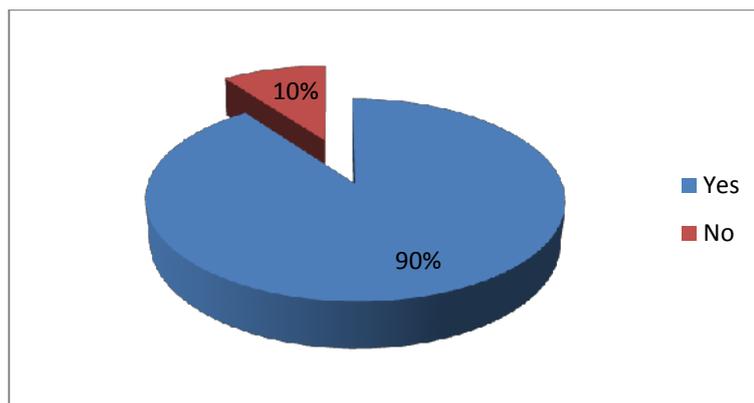


Figure n 37: Teachers view about developing students' competence in communication

From the table nine teachers 90% think that their teaching method is effective at reaching its desired objectives. While one teacher 10 %believes that his teaching method does not offer opportunities for students to develop their communicative abilities. Teachers' explanation: Since the main objective of the CA is communication, I focus on activities that motivate students to interact and improve their communication capacities. 02 20% - Exposure to authentic use of language is the way to improve students' competence of communication. 02 20% -Making the student the fundamental element in the classroom is the effective way to achieve the CA goals. 01 10% -Making students engage in real cultural and social contexts enrich their knowledge about the use of the TL in such contexts and therefore enhance their communicative competence. 02 20% - Communicative competence includes the knowledge of the pragmatic use of language, so as to obtain this objective; I tend to use materials which represent the socio-cultural dimension in the classroom. 01 10% No -The method that we use does not actually reach the wanted results because of the lack of materials that are meant to enhance students communicative and language skills, students still lack the knowledge of the real use of the TL in socio-cultural situations.

19. A student is considered as having achieved the expected level of communicative competence when:

Options	Numbers	Percentage
He talks with a grammatically correct language	1	10%
He has the appropriate flexibility to express him/her self in a wide range of contexts	2	20%
-He is creative and imaginative in using the language	2	20%
All of these combined	5	50%
Total	10	100%

Table n 38: teachers' consideration of the reasons that achieved communicative competence

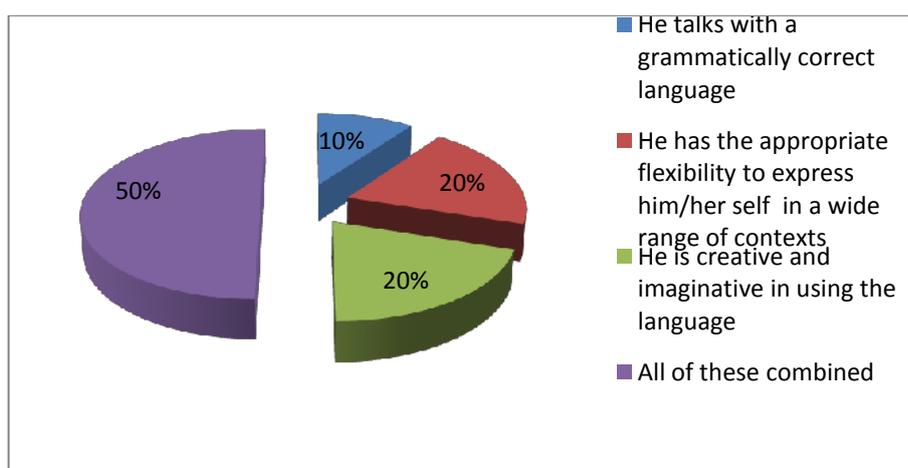


Figure n 38: teachers' consideration of the reasons that achieved communicative competence

The table shows one teacher supposes that a student is communicatively competent when he talks with a grammatically correct language. Two teachers claim that students are communicatively competent when they have the appropriate things to say in a wide range of contexts. Two teachers state that a student is competent in communication when he is creative and imaginative in using the language. Whereas five teachers assume that they consider the student as being competent when s/he has all of these characteristics.

-Teachers' justification

When students talk with a grammatically correct language Speaking correct sentences is an important condition of being competent in communication 01 10% He has the appropriate things to say in a wide range of contexts The knowledge of pragmatics is an element of CC 01 10% He is creative and imaginative in using the language The students must use the TL as it is used by the native speakers. All of these The students' communicative competence is achieved if they master both rules of accuracy and appropriateness

20. Do you think that the correct use of formal systems of syntax and semantics does itself ensure the effectiveness of communication?

Options	Numbers	Percentage
Yes	10	90%
No	1	10%
Total	10	100%

Table n 39 : Teachers knowledge about the effectiveness of communication

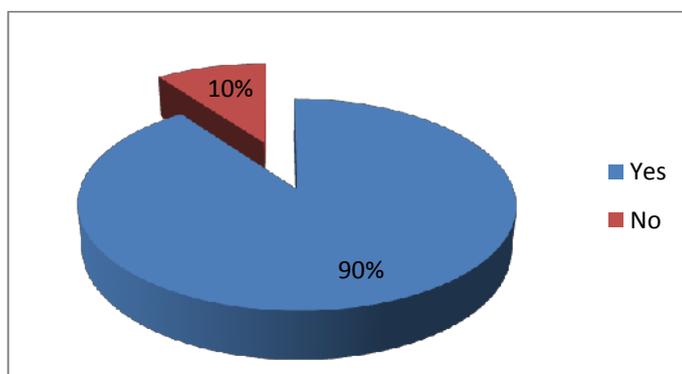


Figure n 39 : Teachers knowledge about the effectiveness of communication

From the table above teachers' responses about the sufficiency of the grammatical knowledge for having a communicative competence nine teachers claim that the correct use of formal systems of syntax and semantics itself does not ensure the effectiveness of communication.

21. If no, what do you think students need to have in order to be communicatively competent?

Teachers' suggestions Number Percentage Some students have grammatical knowledge but they fail in expressing themselves, they need to have a socio-cultural knowledge The knowledge of grammar rules is not enough, students need to have the ability to use language appropriately .In order to be effective in communication, students must know about the TL interaction ,The students must master the accuracy and appropriateness rules.

22. What do you suggest to improve learners' competence in communication?

Students must be exposed to authentic language use , also Teachers should use communicative activities as a basic element to improve learners' communicative abilities. In addition Teachers should expose learners to the FL culture so as they acquire the native speakers' use of language, then Learners should engage in real life communicative situations. Learners should seek for communicative opportunities outside the class and Oral expression teachers should focus on classroom interaction and communication, and motivate students to be active in the Finally Teachers should encourage students to get rid of shyness and frustration, to improve their classroom interaction. Moreover teachers have to apply some rules such as :Teachers should apply the CLT approach with regard to its purposes, which puts teaching communication one of its first priorities rather than teaching structural rules. Teachers should bear in mind that teaching a FL is not about teaching the linguistic code, but rather is about teaching how to use the linguistic codes appropriately in social contexts. Communicative competence includes several competences like linguistic, pragmatic, discourse, and cultural competence, the teacher has to master all of these competences himself to teach them to his students.

Conclusion

Because the questionnaire was primarily designed to investigate the subject under study, which is the effectiveness of intercultural awareness in improving EFL learners communicative competence, the students' answers revealed that the general level of their communicative competence is insufficient. Students' responses also revealed that integrating the cultural of the FL in the third year LMD classrooms, at the department of English at Biskra University, is not taken in consideration to improve their competence in communication. The analysis of the students' questionnaire allowed us to highlight certain points that are of a great relevance to our subject. Firstly, students' level of linguistic competence is not in the expected level, and consequently their communicative competence will be deficient. Secondly third year LMD students' limited knowledge about the cultural aspect decrease their involvement, their participation and therefore their effectiveness in a communicative classroom.

GENERAL CONCLUSION

Our research is based on the effectiveness of intercultural awareness in improving English Foreign Language learners' communicative competence . Our purposes from this modest work are to reveal the importance of using intercultural awareness that third year LMD students need in order to develop their communication in the oral sessions , then to investigate their ability how do they speak in English ,to see their communicative competence obstacles they are facing and to suggest certain solutions to resolve these problems. To answer our questions, we aim at combining the two methods descriptive and analytical one. Therefore, in order to confirm our hypothesis, we submit two questionnaires to both third year English students and teachers of oral expression and culture course at the English department of Biskra University in the academic year 2015-2016.

Basing in our research on investigating the hypothesis that was presented in the introduction, we divide it into two main parts theoretical and practical part. The first part is divided into two chapters. in chapter one ,we begin definition of culture as an important element in our study , and their elements . In chapter two, we deal with an overview about the communicative competence within the theorists' opinions and definitions that it concerns, and we discuss briefly about the elements of CC , teaching communication and some characteristics of a good language learner .Moreover on that, the second part of this research is a field work. In this part, we analyze the data gathering from questionnaires that are devoted for both students of second year at the department of English of Biskra University and to their teachers of oral expression and culture module. And in each questionnaire, we provide a brief description before starting the analysis of the results that we have gathered. Based on the obtained results from the administered questionnaire, we can improve our hypothesis that the reliance of using cultural awareness to creates a well progressed and fluent EFL learners' communicative competence ..

RECOMMENDATION

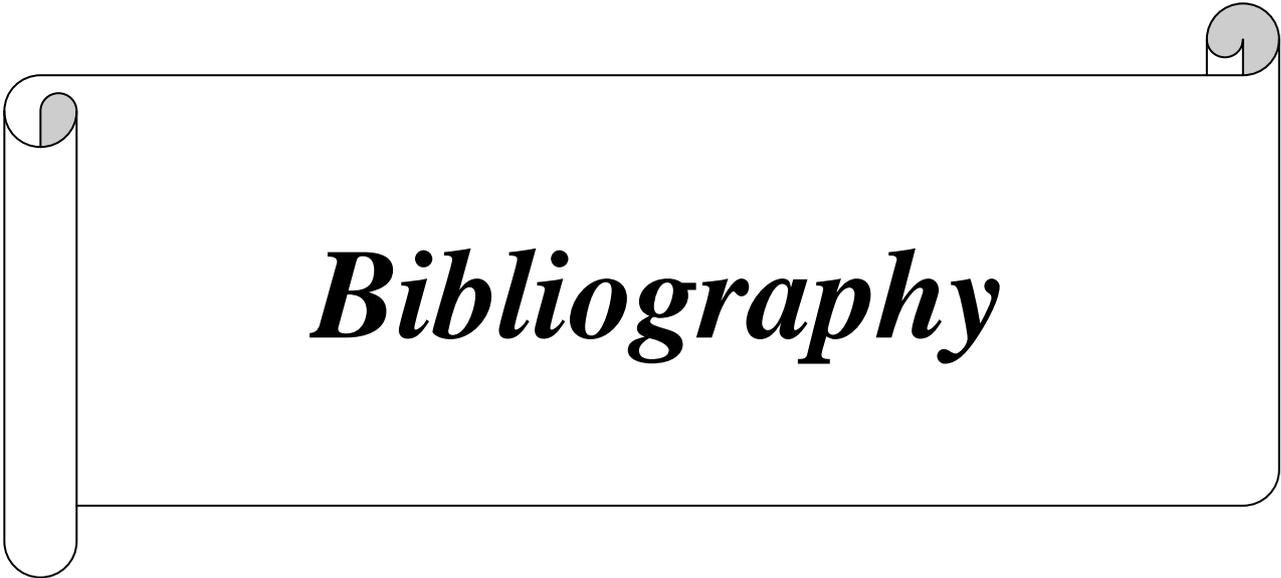
To finish this present study that turns around on the importance of using intercultural awareness in progressing EFL learners' communicative competence . We state some suggestions and recommendation that will be helpful and practical for both EFL students and teachers of oral expression or culture module in general.

- ✓ Communicative competence entails the mastery of the grammatical aspect and the cultural one because there are forms in language which can not be isolated from its cultural context in which they should be learnt. Knowing just grammar, syntax and structure is not enough; they must be related to other appropriateness rules based on the cultural aspect of language.
- ✓ By assuming that communicative language teaching insists on the necessity of integrating cultural insights, oral expression teachers should use tools and materials to introduce the FL culture and engage learners in real authentic use of language such as authentic materials, pictures, books, stories etc.
- ✓ In addition to the integration of culture to improve learners' communicative competence, communicative and pre-communicative activities that include socio-cultural insights make students develop their communicative competence as well as their linguistic realization. Moreover, teachers should know that the more communicative activities they address to students, the better their competence of communication becomes.
- ✓ They have to understand that the value of using intercultural awareness will motivate them so they will ask for additional communicative competence tasks.
- ✓ Participation in the oral courses is the powerful factor for an EFL learners.

- ✓ Students have to be aware in using this intercultural awareness that will make them to fit their speaking hindrances.
- ✓ They have to practice much more activities in each oral course or culture so this will certainly increase their ability to communicate properly.

And teachers are obliged to:

- ✓ Invite their students to intervene them on using intercultural awareness, by helping and encouraging them.
- ✓ They must design interested communicating tasks that will motivate them.
- ✓ They have to mention them the importance of using intercultural awareness.
- ✓ They have to vary the students' communicating activities that develop their communicative abilities such as: role play, discussion and debates and some games.
- ✓ They have to provide their learners much more opportunity to participate by giving them the chance to choose their own topics.



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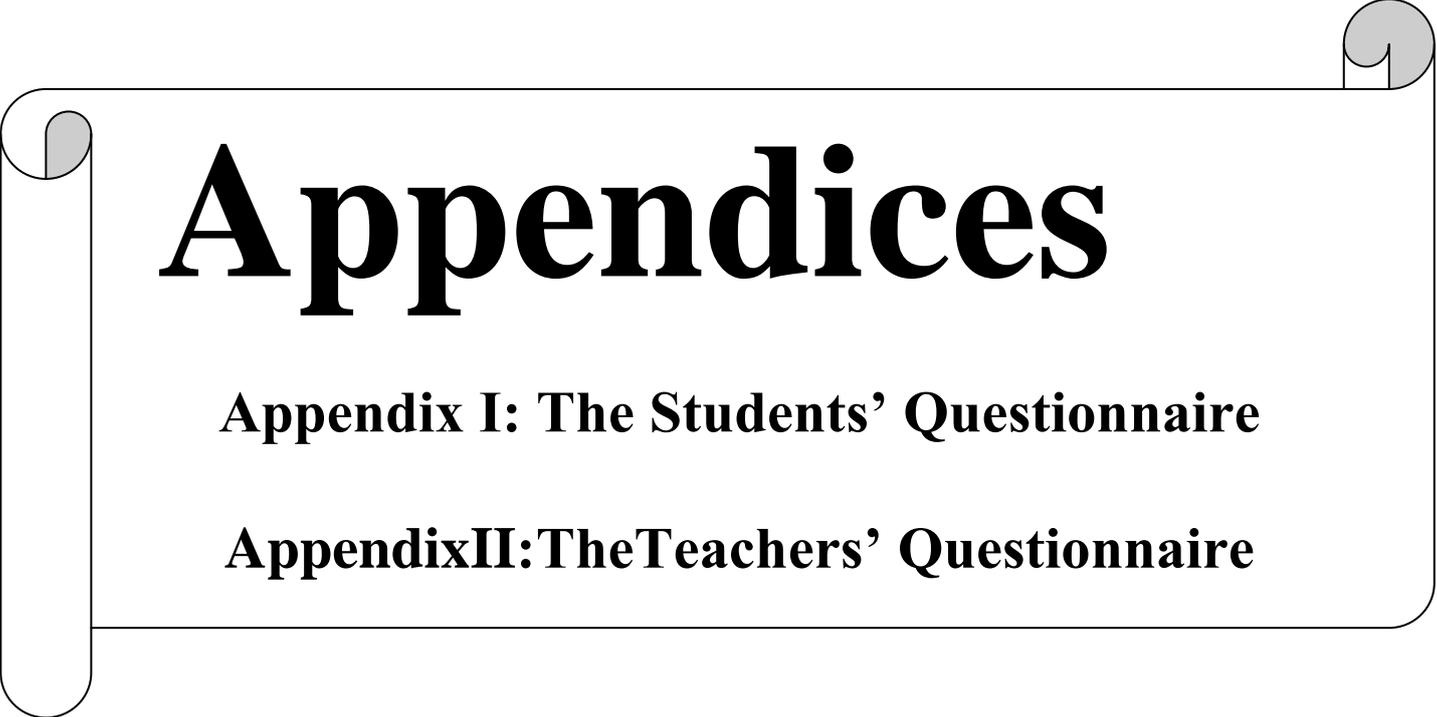
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Appendices

Appendix I: The Students' Questionnaire

Appendix II: The Teachers' Questionnaire

Questionnaire for students'

Dear students:

I will be very grateful if you take a few minutes to complete this discourse completion task about The Effectiveness of Intercultural Awareness in Improving EFL Learners Communicative Competence .The significance of your feedback will be of great help to bring the research I am undertaking to an end. Thank you for your cooperation.

N.B: We rely on your collaboration as far as your honesty.

For each item, tick the right box or write in the space provided.

Part One: Background Information

1. Age:

2. Sex:

Male

Female

3. Was studying English at the university your first choice?

Yes

No

4. If not, how do you feel now that you are studying it?

a- Bored

b- Motivated

c- Indifferent

5. If your answer to the previous question is (a), is your feeling of boredom due to:

a- Other interests and expectations

b- Your negative attitudes towards the English people

c- Differences in beliefs and concepts between your culture and the English culture

part tow : intercultural awareness and communicative competence

6. Do you think that you can run a conversation with a native speaker?

Yes

No

6.1.If no, is it because of:

a- Linguistic problems.

b- Lack of cultural knowledge.

c- Inability to use linguistic expressions appropriately.

d- Other factors (psychological self-confidence).

7. How do you evaluate your linguistic competence?

-Very satisfying

-Satisfying

-Not satisfying

8. Do you think that the linguistic competence is enough for the learner to master the foreign language?

-Yes

-No

_Justify your answer please:.....

.....

9. Do you think that communication is neglected in the classroom?

Yes

No

_Justify your answer please:.....

.....

10. During performing communicative tasks, do your teacher focus on

-Correcting grammar mistakes

-Meaning of the Communication

-Both of them

11. How do you consider your competence in communication while performing communicative tasks?

-Very satisfying

-Satisfying

-Poorly satisfying

-Not satisfying

12. If poorly satisfying or not satisfying, it is because of :

-Psychological problems (fear of the audience, shyness...)

-Fear of the teacher's judgment

-Lack of self confidence

-lack of vocabulary

-Lack of exposure to authentic materials

-Other reasons.....
.....

13. Which of the following is your favourite communicative task?

-Performing role plays, storytelling, dialogues, games

-Talking with native speakers through means of online communication

-Doing a survey or a research paper and discussing it with classmates

-Interacting with classmates and teacher about personal topics

-Other tasks.....
.....

14. In your opinion, foreign language culture is not integrated enough in the classroom

-Yes

-No

Why?.....
.....

15. Do you think that integrating culture in the classroom is important?

-Yes

-No

Why?.....
.....

16. Does your teacher use tools to integrate FL culture in the classroom?

-Yes

-No

17. Do you think that to set benefit from tools that present FL culture in the classroom is enough for the FL learner to be culturally competent?

-Yes

-No

18. What do you do to acquire cultural knowledge?

-Benefit from the tools used in the classroom

-Watch foreign language TV (films, documentary, videos)

-Read literary books and works of art of English language

-Chat directly with the native speakers through means of online communication

-Other ways

.....

19. Do you think that the poor knowledge about the FL speech community's cultural rules and social norms is the reason of learners' poor communicative abilities?

Yes

No

Explain how :.....

.....

Thank you for your cooperation

Questionnaire for teachers '

Dear teacher:

We Are Looking For The Attainment Of Master Degree In Applied Linguistics. For That Reason, We Deliver To You This Questionnaire That Will Be Used To Reach The Purposes Of Our Research, Which Investigates the Effectiveness OF Intercultural Awareness In Improving EFL Learners Communicative Competence Please Put A Cross (X) In The Box That You Choose, And Write The Answer If Necessary. Thank You In Advance For Your Help And Your Precious Time.

Part I: Background Information

1. Your gender?

Male

Female

2. How long have you been teaching English?

3. From which you graduated?

University

Higher Institute of Teachers

4. Do you teach ?

Oral expression

culture

5. How many years have you taught this module?

-Less than five years

-5 to 10 years

-More than ten years

Part two: culture and intercultural awareness and competence

6. As far as third year students are concerned, how do evaluate their cultural competence

-Good

-Acceptable

- poor

Justify

please:.....

.....

7. Do you think that communication can be developed independently of its cultural context?

-Yes

-No

7-1 -If no, in your opinion, to what extent cultural competence is important for being communicatively competent

-Important

-Very important

-Not important

-Not important at all

Justify

please:.....

.....

8. What are the tools and materials that you usually use to introduce the FL culture?

a-

b-

c-

d-

9. what are the most known obstacles that faced you to reach your goal and raising the intercultural awareness ?

.....

.....

.....

.....

10. Do you think that exposing students to the FL culture improves their cultural competence and therefore their communicative competence?

-Yes

-No

Explain your choice please:

.....

.....

11. As a teacher of language how do you teach English ?

-In Algerian cultural context

-in English cultural context .

- Or both .

- Do you have a particular preference?

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

Part three: About Students' Communicative Competence

12. As far as third year students are concerned, how do you evaluate their level of competence in communication?

-Good

-Acceptable

-poor

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

-The student himself

-The method used

Other specify please:

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

14. In your opinion, communication is not given much importance in the classroom

-yes

no

to a certain extent

15. As far as third year students are concerned, what do you think should be the overall goal of teaching communicative competence?

-To allow students practice the oral language (be able to speak “correctly” in the target language)

-To make students communicate easily

-To make students able to use the target language in different real life situations

Other (specify) please:.....
.....

16. What approach or method do you think is the most appropriate to attain this goal?

-The audio lingual method

-The communicative approach

-Others (specify)

-Justify your choice

please:.....
.....
.....

17. What activities do you usually use?

a-

b-

c-

d-

18. Do you qualify your teaching method as offering opportunities to students to develop their competence in communication?

-Yes

-No

Explain

please:.....
.....
.....
.....

19. A student is considered as having achieved the expected level of communicative competence when:

- He talks with a grammatically correct language
- He has the appropriate flexibility to express him/her self in a wide range of contexts
- He is creative and imaginative in using the language
- All of these combined

Justify

please:.....
.....
.....

20. Do you think that the correct use of formal systems of syntax and semantics does itself ensure the effectiveness of communication?

- Yes -No

21. If no, what do you think students need to have in order to be communicatively competent?

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

22. What do you suggest to improve learners' competence in communication?

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

Thank you for your cooperation

المخلص

في ظل العولمة و التطور الذي يشهده العالم اليوم، أصبحت اللغة الانجليزية مطلبا وضرورة من ضروريات العصر، انعكست جليا في الاهتمام المتزايد في تحصيلها و الإلمام بقواعدها . و انطلاقا من مبدأ تلازم أي لغة بالوسط الطبيعي لها أي ثقافة شعبها ، فانه من المهم لطالب اللغة الانجليزية أن يدرسها بكل جوانبها وأهمها الثقافي و التواصلي الحل في قسم اللغة الانجليزية بجامعة محمد خيضر بسكرة ، أين يدمج الجانب الثقافي في تدريس اللغة الانجليزية و ذلك لإثراء الحصيلة الثقافية للطالب مما يحسن مهاراته في التواصل في المواقف التواصلية .من هذا المنطلق، و من خلال دراسة وضعيته ، فان هدف هذا البحث هو الوقوف عند أهمية و دور إدماج البعد الثقافي للغة الأجنبية خلال تدريسها من اجل تحصيل و تحسين مهارة الطالب في التواصل.