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The Role of Facebook in Promoting Algerian EFL Learners' Intercultural Awareness

A Case Study of First Year Master Students of English at Mohammed Khaider

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Dedication

It is my genuine gratefulness and warmest

regard that I dedicate this work to :

To my dear parents "*Abdellatif & Amel*"

To my brother & sister

To the rest of my family

To all my friends

To the memory of my late grandfather

To all those wonderful people who encouraged

supported, and stood by me in very hard times

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Praise to Allah for giving me the ability to complete this work

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Abstract

Our world is characterized by different races, cultures, and entities, that is, our duty as human beings is to respect diversity and tolerate differences between and within cultures. Only if, we communicate and try to know each other cultures, though which we will value our similarities and differences. The present research is an attempt to introduce the intercultural awareness as a conscious understanding of the basics of target culture, and put this concept into practice in a real context by Algerian EFL learners, we believe that, in order to realize this concept, we should provide a genuine exposure to TL through discussion forums, more precisely, through Facebook, which is considered today as the most popular platform for online social networking among youth. Accordingly, we have hypothesized that, Facebook as a tool of communication is able to promote Algerian EFL learners' intercultural awareness. However, to confirm or reject the aforementioned hypothesis, we used two questionnaires, the 1st one aimed at testing out students' attitudes towards the use of discussion forums in their learning process, and their opinion about the intercultural awareness received through discussion forums. The 2nd one is administrated to teachers, to investigate their opinions about culture lessons, and their attitudes on using discussion forums in teaching process. After the analysis of collected and the obtained results, we arrived to confirm the hypothesis of this research, and we tried to direct some pedagogical recommendations, in order to help EFL learners enrich their intercultural awareness, and develop their communicative competence through discussion forums .

List of Abbreviations

CC : Communicative competence

EFL : English as foreign language

ELT : English language teaching

FLL : Foreign language learning

FLT : Foreign language teaching

ICC : Intercultural Communicative Competence

IA : Intercultural awareness

L$_2$: Target language

TL : Target language

List of Pie-Charts

List of Tables

Table of Contents

General Introduction

Chapter One : Intercultural Awareness

Chapter Two : The Importance of Facebook in Promoting Intercultural Awareness

Chapter Three : Field Work

Recommendations and Pedagogical implementation

General Introduction

General introduction :

The most important objective to any EFL learner is to speak the target language freely and fluently, but Algerian EFL students still face difficulties in using the language appropriately in different contexts, which makes us aware that the linguistic knowledge is not sufficient to master the language . It is needed to be incorporated with socio-cultural factors to draw a clear image about the target language.

Culture and language are interrelated, culture helps EFL learners to use language suitably in different contexts, the syllabus designed for EFL learners at Mohammed Khaider University does not cover that area because the cultural aspects are completely ignored in modules such as (Grammar, written expression, Oral) . They exist only on literature or culture and civilization modules , and that causes a huge problem especially for those who wish to continue their further studies.

Our research will treat the problem through giving a focus on the internet communication forums , which has contributed to a wider spread of the language . A vast numbers of language learners and teachers from all over the world are engaged in e-mail exchanges and organize discussion activities with learners who are geographically distant, which allows the intercultural contacts to be easier and involved in the learning process.

1. Statement of the problem :

The exposure of language learners into a language community is after all the goal of language teachers, thus, as EFL learners, we are supposed to be familiar with all the dimensions of the language we are learning. Unfortunately, EFL learners at Mohammed Khaider university are less competent in communication due to the lack of exposure to target language atmosphere which makes them suffer from many problems in understanding the cultural aspects ,and fall into serious conflicts during intercultural

discussions. Moreover, they commit errors as a result of the translation of each expression and word literally .

2. Signifiances of the study :

Our study spotlights on the importance of intercultural awareness in learning a language, it also highlights the role of Facebook on promoting the intercultural awareness of Algerian EFL learners by making them exposed to a natural environment of native speakers as much as possible , and to decrease the risk of making mistakes as well as misunderstanding when it occurs on an authentic intercultural communication .

3. Aims :

This research mainly aims to show that discussion forums offers opportunities to lively practice the language with native speakers. And develop their autonomy by sharpening their skills outside an academic framework, it also aims to investigate the importance of intercultural awareness and eliminating the misinterpretation and conflicts that happen between native speakers and EFL learners as well as to promote EFL learners 'communicative competence in general .

4. Research questions :

1) What is the importance of intercultural awareness to Algerian EFL learners ?

2) To what extent does the Facebook help to promote Algerian EFL learners 'Intercultural awareness ?

5. Hypothesis :

We hypothesize that, If EFL students use Facebook as a tool of Intercultural communication, their intercultural awareness and competence will be improved .

6. Methodology :

6.1. The Choice of method :

This research is conducted through the descriptive method since we think it is the most appropriate one for the aim of the research. We hand out a well-constructed questionnaires to students and teachers in order to test our hypothesis and collect data .

6.2. Population :

The population chosen for the study are Master One students of the English language in the branch of English at Mohammed Khaider university of Biskra. They have been chosen for the belief that they have more experienced the discussion forums in their learning process . Second, are teachers of culture module at the same university.

6.3. The Sample :

The sample consists of (40) master one students of the branch of Linguistics, in English division. Also (5) teachers who teach culture module at Mohammed Khaider Universit, Biskra.

6.4. Research Tools :

The research relied on the analysis of (2) questionnaires; the first for students and the second for teachers .

6.4.1. Students' Questionnaire :

The questionnaire is administrated in a form of open, closed, and open-ended questionnaire to (40) students of master one. This questionnaire aimed to investigate the importance of Facebook to improve Algerian EFL learners' Intercultural awareness, and the significant role of using discussion forums in

EFL classrooms in order to develop students' communicative competence, and to promote their cultural awareness about the target language.

6.4.2. Teachers' Questionnaire :

The questionnaire is addressed to (5) teachers of culture module at English Division . It is administrated in a form of closed questions, or open questions in which teachers would give their opinions and suggest solutions

7. Limitation of the study :

The limitations which we have faced in our study are summarized in the lack of students' attention in answering the questions, also the lack of teachers' experience in teaching culture module, and the lack of their collaboration in giving the required answers or suggestions. Nevertheless, those limitations did not obstruct the study and the result have strongly confirmed our hypothesis.

8. Structure of the Study :

This dissertation falls into the theoretical part and practical part (field work) : The general introduction summarizes the framework of the research design, including : the statement of the problem, the significance of the study, the research aims, questions, hypothesis, methodology, limitations, and literature review.

The first chapter is devoted to the importance of Intercultural awareness to Algerian EFL learners. The main elements to be discussed in the first chapter are about the definition of intercultural awareness and its degrees, the intercultural communicative competence, Byram's ICC model, additionally, this chapter included Autonomous learning and teaching through ICC, and how to assess ICC.

The second chapter concentrated on the role of Facebook in promoting Algerian EFL learners 'intercultural awareness. It shed lights on Facebook and Intercultural Communication, and the advantages of Facebook as a tool of communication, Facebook

for Online Learning and its practical use in EFL classrooms, moreover, Facebook benefits for EFL classrooms, and its group creation process.

The third chapter presented the main findings . We designed a questionnaire for both students and teachers as an important part of the research , by the end of the chapter we confirmed the assumptions stated earlier in the hypothesis . In general conclusion , we evaluated the results and findings . At the end of the chapter, we offered recommendations and suggestions for a future research .

Chapter One : Intercultural Awareness

Introduction :

Nowadays we live in « global village » , what happens in one part of the world affects all parts of the world, as the world is becoming smaller, we are increasingly interacting with people from many different cultures such interactions can be difficult if we don't know how to deal with people and cultures who are different from our own. When students learn a language and its culture , they indirectly shape their beliefs and values as well as the understanding of them-selves and others , it is necessary to be aware of the culture parameters of the target language , they need to go beyond the grammatical structure of vocabulary , more accurately to put them-selves in live intercultural communication so they can effectively communicate .

This chapter deals with the concept of the intercultural awareness and its importance on language learning and teaching , also it deals with its degrees, and it shed lights on certain examples that illustrate the subject matter , it is expected to tackle to the intercultural communicative competence, Byram's model . Furthermore, it investigates the learner as intercultural speaker, also the autonomous learning and teaching through ICC . This chapter will be concluded by exploring how to assess ICC.

1. Definition of the intercultural awareness :

Culture is believed to be one of most complicated words in English language , and giving a definition to it is a time-consuming (kamal 2013) culture is a pattern of learned , group related , perceptions including both verbal and nonverbal language (singer 1998) . Cultures are dynamic they keep changing through shared interactions which lead to the introduction of the term 'intercultural' to replace 'cultural'. It is deriving from the

understanding of two different cultures and how they interrelated. (Jandt, 2001 p:1)

Intercultural awareness is conscious understanding of the role culturally based forms , practice and frame of reference can have in intercultural communication , and an ability to put this conception into practice in a flexible context and specific manner in real time communication (Baker 2012, p:04) . It goes beyond vocabulary , grammar and phonology , it recognizes the intercultural nature of socio_ cultural context of the target language.

Intercultural awareness is the foundation of communication and it involves the ability of standing back from ourselves ,and becoming aware of our culture values beliefs and perceptions, and it becomes central when it has to interact with people from other cultures .People see, evaluate and interpret things in different ways , what is considered appropriate behavior in one culture is frequently inappropriate in other one. (Quappe et al, 2005, p : 01)

Intercultural awareness is the development of awareness and understanding one's own and others culture , it occurs when people no longer assume that their cultures' way of looking at things is the best way or the only way , and when people there for being to evaluate (yassin 2006) . (cited in : Kourova et al, 2013, p :62)

1.1. Degrees of Intercultural awareness :

There are several levels of Intercultural awareness that reflect how people grow to perceive culture differences (B.E.Hanna.and J de Nooy 2009) :

a. My way is the only way –,(Parochial stage) people are aware of their way of doing things , and their way is the only way at this stage they ignore the impact of cultural differences .

b. I know their way , but my way is better – at the second level people are aware of other ways of doing things but still consider their way as the best one .In this stage , cultural differences are perceived as a source of problems and people tend to ignore them or reduce their significance. (Ethnocentric stage)

c. My way and Their way – At this level people are aware of their own way of doing things and others 'ways of doing things, and they chose the best way according to the situation .At this stage people realize that cultural differences can lead both to problems and benefits and are willing to use cultural diversity to create new solutions and alternatives . (Synergistic stage)

d. Our Way - this fourth and final stage bring people from different cultural background together for the creation of a culture of shared meanings . People dialogue repeatedly with others, create new meanings, new rules to meet the needs of particular situation.

(Participatory stage) (Quappe et al, 2005)

In becoming culturally aware , people realize that :

- We are not all the same .
- Similarities and differences are both important .
- There are multiple ways to reach the same goal .

2. Intercultural communicative competence:

it has been figured as a term of graduate attribute in the globalization for many years, many researchers draw a great deal of perspectives to identify the intercultural competence, those perspectives lead to the understanding and preparation for the students' exposure for global citizenship. Intercultural competence reintroduced as intercultural communicative competence as the result of its impact on FLT. (Cited in : López-Rocha, 2016, p : 105)

It is necessary to distinguish between Intercultural competence and Intercultural communicative competence, we would like to propose certain definitions to clarify each concept:

Intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions. (Deardoff 2006). (Cited in : McKinnon, p : 01)

It means also the ability to interact with our own language with the people from another country and culture. (Byram 1997) (Cited in : López-Rocha, 2016, p : 107)

It is a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself .

(Fantini 2003, p:01)

According to Deardoff, the intercultural competence constitutes of three elements which are :

2.1.1- Knowledge that involves cultural self awareness that is described as how one's own culture has shaped his identity.

Cultural specific knowledge to analyze certain basic information about other cultures (history, values, politics, communication styles,..etc)

Sociolinguistic awareness to acquire basic language skills, and articulating differences in verbal/non verbal communication, and to regulate one's speech to conform nationals from other cultures.

Group of Global issues trends which means to explain the meaning and implications of globalization, and relate local issues to global forces. (ibid)

2.1.2- **Skills** which includes listening, observing, evaluating, and using patience to identify and minimize ethnocentrism, and to look for cultural clues and meanings.

Analyzing, interpreting, and relating to seeking out linkages, causality and relationships using comparative techniques of analysis.

11

Critical thinking to view the world of different point of views, and identify one's own view.

2.1.3- **Attitudes** that is encompass of: Respect which means seeking out of cultural attributes; value cultural diversity; thinking comparatively and without prejudice about cultural differences.

Curiosity to involve intercultural interactions, consider differences as a learning opportunity, the awareness of one's own ignorance.

Openness to avoid criticism; collect evidence and investigating cultural differences; being disposed to be proven wrong.

Discovery to tolerate ambiguity and consider it as a positive experience; the desire to move beyond one's comfort zone. (McKinnon, p : 02)

2.2. Byram's model of ICC :

Intercultural competence cannot be acquired in a short space of time, or a natural occurring phenomena but it is a lifelong process that is addressed in learning and teaching development. According to Byram (1997) the Intercultural communicative competence differs from Intercultural competence in terms of focusing on " the ability to interact with people from another country and in a foreign language" p71, and it takes into account language teaching, it had a wide use in the field of language teaching and learning. (López-Rocha, 2016, p :107)

Byram who developed a well established model of Intercultural communicative competence proposed five major factors: (sinicrope, Norris and watanbe, 2007) attitudes, knowledge, skills of interpreting and relating, skills of discovery and interactions, critical cultural awareness.

- The attitude : refers to the ability to see oneself in relation to others and willingness to delay uncertainty about other cultures about one's own in which curiosity and openness towards others are involved.

- Knowledge : awareness of the rules and social interactions.

- Skill of interpreting and relating : describes the ability to understand new cultural contexts, and associate them to contexts from one's own.

- Skill of discovery and interaction : the ability to use existing knowledge, attitudes, and skills under the restriction of real time communication and interaction.

- Critical cultural awareness : describes the ability to assess critically viewpoints, applications, and output of one's own culture and other cultures.

Byram clarified that interaction factors contain several communication forms, including verbal/ no verbal modes and the development of linguistic, sociolinguistic and discourse components. (Cited in : Coperías Aguilar, 2010, p :89)

Byram claimed that Intercultural communicative competence is based on the development concerned with the previous factors by the learner of several "savoirs", when persons from different communities interact socially, they bring to the situation their background knowledge, a certain degree of successful interactions will depend on the establishing of human relationships which are based on attitudinal factors. Similarly, the both factors knowledge and attitudes, are influenced by the processes of Intercultural communication, that is, the skills of interpretation and establishing relationships between factors of the two cultures and skills of discovery and interaction. Thus, all these factors should be incorporated within a philosophy of political education and develop the learners' critical cultural awareness of all the cultures involved (Teaching 32,33). Byram presented these factors as " Savoirs " to be acquired or developed by the learner:

a. **Savoir etre** : concerned with attitudes and values, curiosity and openness, readiness to suspend disbelief about other cultures and a belief about one's own.

It means to assume our own beliefs and values, as they are not the only correct and natural ones, and to have the ability of accepting how outsiders would look to them considering that they have different sets of values, beliefs, and behaviors, this can be called the ability to 'decentre '.

b. **Savoirs** : the knowledge of social groups' products and practices in one's own and in one's interlocutors country, and of the general processes of social and individual interaction, so knowledge is composed of two major components, the knowledge of social processes, and knowledge of illustration of these processes, which means how other people are likely to perceive you.

c. **Savoir comprendre** : it means the ability to interpret a document or event from another culture then explain it and relate it to documents or events from one's own.

d. **Savoir comprendre/ faire** : refers to the ability to acquire new knowledge of culture and cultural practices, and the ability to operate knowledge, attitudes, and skills under the constraints of real time communication and interaction.

e. **Savoir s'engager** : ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries. (Byram,Acquiring 57,66 Teaching 31,54). (Cited in : Coperías Aguilar, 2010, p :89)

When defining different "Savoirs", no linguistic aspects have been mentioned they give a great importance on culture and the relationships between cultures, in other words interculturality that is also about interactions which are based on communication. However, Byram introduced the possibility of differentiating between both competences; in Intercultural competence, individuals are able to interact in their own language with people who are culturally different, depending on their knowledge about intercultural communication , their attitudes of interest in otherness and their skills in interpreting, relating and discovering; whereas in ICC, interactions take place between people from different cultures and countries in a foreign language, the knowledge of participants is

related to their language competence through their capacity of using appropriate language and their awareness of the specific meaning, values and connotations of the language (Teaching 70_71). (Cited in : Coperías Aguilar, 2010, p :90).

The acquisition of ICC is never complete and perfect, thus you do not require a perfect complete competence to be a successful intercultural speaker mainly for two reasons : it is obvious that anticipating all the knowledge one need to interact with people of other cultures is not possible due to the constant change of those cultures, one cannot choose a specific language since many languages are spoken in more than one country ,or there are many different cultures and languages in any country, moreover, any language can be used as lingua franca with anyone from any country. So it is impossible to identify the language that learners need and this has been the main failure of the emphasis of knowledge because whatever is taught is not sufficient. The second reason is less obvious but just as important; everyone's own social identities and values are permanently develop by acquiring new ones throughout life. (BYRAM et al, 2002, p : 12)

2.3. The difference between: Cultural knowledge , Cultural awareness, Cultural sensitivity, Cultural competence :

There are four levels to these concepts:

2.3.1 Cultural knowledge : refers to the knowledge of some cultural characteristics, history values, beliefs and behaviors of another ethnic or cultural group.

2.3.2. Cultural awareness : is the next stage of understanding groups, in other words, it means to be open to the idea of changing cultural attitudes or aspects.

2.3.3. Cultural sensitivity : is knowing that differences exist between cultures, and possess the ability to tolerate them, clashes on this point can easily occur especially, if a belief goes against the idea of multiculturalism. Internal conflicts is likely to occur at times

over this issue. Conflicts will not always be easy to manage, but it can be made easier if everyone is mindful and tolerant.

2.3.4. Cultural competence : brings to gather the previous stages, a culturally competent organization has the capacity to brings into its system many behaviors, attitudes, and work effectively in cross cultural settings to produce better results. The cultural competence is not threatening because it subscribe reality of people, by focusing on the organization's culture, it removes the need to place blame and assume guilt. (Cited in : Anonymous, 2016)

2.4. Cultural competence Principals : It consists of five essential principals :

❖ **Valuing diversity :** which means to accept and respect differences between and within cultures, we often suppose that a common culture is shared between members of linguistic and religious groups, but this may not be true, they may share historical and geographical experiences as well, but individuals might share only physical appearance, language, spiritual beliefs. Our cultural assumptions can lead us to a wrong conclusions. As people move to a new area and meet with other cultures, it creates a sort of subcultures within racial groups. Gender, local, and socio economic status can sometimes be more powerful than racial factors. For instance, an Algerian couple may immigrate to America, and raise their children in a residential area. Consequently, the children may identify much more with European American popular culture than the Algerian culture of their parents. Understanding situations such as this can lead to better understanding of the diversity. (ibid)

Conducting cultural self assessment : the most important actions to be conscious of who are usually the ones we take for granted. For example, physical distance during social interactions varies by culture. If a member of an organization routinely touches the arm of

whomever he/she is talking to, this might be misunderstood in some cultures. Such miscommunication can be avoided if the organization does cultural self-assessment. Each organization has a culture, discussions can assess the members of different organization to be aware of the way in doing things, this assessment entails the process of cultural competence. (Cited in : Anonymous, 2016).

❖ **Understanding the dynamics of difference :** many factors can effect cultural interactions. A prejudice due to historical cultural experiences can give an explanation of some current attitudes. For example, native Americans and African Americans, among other groups suffered from the unfair treatment from dominant cultures. Mistrust coming out of these experiences transmitted to coming generations of these groups, whereas those experiences are ignored in the dominant cultures. A persecuted group may feel mistrust toward the dominant culture, but the dominant culture may be unaware of it. Organizations planning to interact with varying cultures need to be aware of such dynamic if they want to be effective. Being productive than reactive about the changes lead to a production of synergistic organization. Expecting a change is essential dynamic in the flourishement of synergy. Synergy is more than just teamwork, it is the charm that happens when people are truly working together, understanding one another deeply, and in total agreement about their beliefs and goals, Synergy only occurs when people treat each other with respect and communicate effectively. (ibid)

❖ **Institutionalizing cultural knowledge :** cultural knowledge should be inserted in every insight of an organization, organism must be trained and be able to effectively use knowledge gained. Policies must show a response to cultural diversity. Program materials should reflect a positive images of all cultures.

❖ **Adapting to diversity :** values, behaviors, attitudes, practices, policies, and structures represent the possibility for intercultural communication to guide a culturally competent organization. When you recognize, respect and value all cultures and include those values

into the system, culturally competent organizations can meet the needs of diverse groups. (Cited in : Anonymous, 2016).

Diversity is reality. We are all connected through increasing globalization of communications, trade, and labor practices, when we consider our increasing diversity and interconnected problems, seems to be the best way in accomplishing our goals, Organizations must value the need of cultural competence considering that social and economic changes are always in progress. The understanding of diversity concept will lead to the increasing of respect and mutual understanding among those involved, it leads also to the increasing of creativity in problem solving in terms of new perspectives and ideas, it will encourage the involvement of other cultural groups and gain their mutual trust and cooperation. By the understanding and acceptance of other cultures, everyone is more likely to feel comfortable and that would help the overcome of fear of making mistakes or conflicts, more accurately, to avoid the unwanted surprises that might show the progress. (ibid)

3. The learner as intercultural speaker :

The idea that the language presented in the classroom should be as authentic as possible, so as to represent the reality of the native speaker language use has been one of the essentials of the communicative approach to foreign language teaching and learning (Jensen 30; Alpetekin 61). Basically the implicit aim has been to imitate the native speaker (Byram et al; Developing 9). Taking the native speaker as the model of communicative competence has been another reason that has led to the revision of this concept and the move on to Intercultural Communicative Competence. (Cited in : Coperías Aguilar, 2010, p :90) .

The problem with taking the native speaker as a model is that she/he becomes an impossible target for learner, who will expectedly end up frustrated. As Cook has put it " The prominence of the native speaker in language teaching has obscured the distinctive nature of the successful L2 user and created an unattainable goal for L2 learners" (185). Taking the native speaker as a model also implies that the cultural aspects taken into account are also those of the target language, leaving the learners 'own culture completely ignored (Alpetkin 62; Oliveras Viloseca 34). (Cited in : Coperías Aguilar, 2010, p :90)

The replacement of the native speaker as a reference point for the foreign language learning by the intercultural speaker, as a mediator of both languages and cultures, was introduced by Byram and Zarate. The term mediator implies a strong link between languages and cultures, therefor, in the process of learning a new foreign language and becoming an intercultural speaker, the first language or other acquired languages cannot be restrained; actually, the speaker goes through "hybridization process", as House has called it (18), where the old cultures are still recognizable in the new one. Other authors, centered the idea that rather than not losing our previous knowledge what happens is that we share rules of interpretation that are applied to both familiar and new contexts to make sense of the world (Kramesh, language 27). (ibid)

The change of goal from the native speaker to the intercultural speaker should not be considered as lowering the standards of achievements which are expected of the language learner, it is a matter of changing one's point of view and realizing that the competence of intercultural speaker and native speaker is not the same linguistically or culturally (Steel 77); in fact, House points out that the intercultural speaker may consciously make cultural alternations, which is not a cultural transfer but a clear sign of the intercultural competence they possess (Steel 6). Actually, the intercultural speaker can be considered to be in an easier position when he/she is allowed to retain social/cultural baggage. However; the

intercultural speaker is a dynamic concept with no specific limits, therefor, he should be always ready to acquire more knowledge and abilities (Jaegar, 53). (Cited in : Coperías Aguilar, 2010, p :90)

The acquisition of ICC is never complete, because it is impossible to anticipate all the knowledge that learner might need (Byram et al, Developing 11) . Consequently, acquiring ICC or becoming an intercultural speaker, is a lifelong process. According to Steel, one of the advantages of taking this intercultural speaker as a model is that this concept put him/her in the Centre of teaching/learning process (79). Margeret Coffey considered the building of a cultural community means fostering meaningful communication among all group members when they do not share a common worldview. However, in her point of view to do that, we must encourage students to tolerate ambiguity, foster empathy and cooperation and build an understanding of cultural values, obviously, all these aims are in agreement with those of ICC. Other authors, (Jaegar53,Cesevièiûtë and Minkutë-Henrickson 55), also share the concept of that the primary role of the teacher in ICC is to develop students' autonomous and independent learning skills. (ibid, p : 90-92).

4. Autonomous learning and teaching through ICC :

We have just observed that in ICC the role of the learner changes, and, therefore, the role of the teacher is also bound to be different. ICC is a larger concept of language learning as just acquiring skills in a language joined by same factual knowledge about a country where the language is spoken. The teacher now becomes a mediator, a "gate keeper" according to some authors (Alpetkin 58), who should give the priority to the development of new attitudes , skills, and critical awareness in the student, over to the amount of required knowledge. (ibid, p: 93)

In other words, the role of the teacher is not to provide a lively environment of the foreign society into the classroom or give students a comprehensive information, but to develop in students the competence that will help them link their own beliefs, values, and behaviors with others and investigate the differences between norms (Risager, "Teacher's"; Byram et al. Developing 3, Developing 23, 33). However, we might call this teacher "Intercultural teacher", a teacher who is able to make his students aware of the connections between different cultures, as well as provoke their curiosity about difference and otherness. In this context, nonnative teachers, who can move between the home and the target cultures, might seem to be in a better position; as though, a curious open minded native teacher, especially if widely traveled, would not beat a disadvantage (Corbett 12). In a matter of fact, a native speaker or nonnative speaker cannot define a best teacher, but rather the person who can help students to investigate the differences between their own culture and that of others. (Coperías Aguilar, 2010, p 93).

Byram sees that certain objectives of ICC, for example, those he refers to as discovery skills, can be included as part of the curriculum. However, there are others who cannot be in agreement with classroom work, especially as it is usually conceived in foreign language teaching. Although some difficulties may appear, he insists on the idea that ICC has to be conjoined in the curriculum, and he suggests there possible locations for the acquisition of ICC: The classroom, field work and an independent learning environment. In each of these locations, the learner will try to develop different aspects of ICC. The classroom is the perfect place for the acquisition of ICC; for instance, the "saviors, savoir comprendre", that is, the knowledge dimension and the skills of interpreting and relating; while, field work, which is defined as an experience of real time interactions, is suitable for the development of " savoir apprendre_faire", which is connected with the skills of discovery and interaction. Finally, independent learning is part of the personal development of the learner and is linked to lifelong learning (Teaching 64_70,73). (ibid)

Actually, the engagement of learners in independent learning in terms of intercultural communication will reflect their ability to function separately of a teacher, which is the ultimate objective of foreign language leaning (Ceseveiuté and Minkute, Henrickson 54). Some discussions in the context of language learning in general and the development of ICC in particular are often related to the concept of autonomy. As though, we should be careful not to over simplify this concept, also it does not mean to just put some strategies for self-directed learning and it should be in fact a more comprehensive theory. Language educators face a complex task of exploring the ways of developing students' ability for autonomous learning rather than trying to make them adopt the principals of autonomous learning (Ceseveiuté & Minute. Henrickson 55). Many authors strongly claimed that the best ways to develop ICC in general and autonomy in particular in foreign learning is by introducing ethnographic skills. Technically, "ethnography" refers to an anthropologists' description of a community through systematic observation, usually by living within the community as a participant observer over a period of time (Corbett 9). (Cited in : Coperías Aguilar, 2010, p: 94).

They focus on many fields but they give a great deal of importance to the description of language behaviors within the community, recently, ethnography has expand its scope and added a variety of research techniques in the media, cultural studies as well as other areas. The idea is not that students become professional anthropologists, but some training in ethnographic techniques, the introduction of discovery skills, can assist the language learning process as students learn through observation and data gathering. The ethnographic approach in close many goals of communication language teaching by seeking: (ibid)

- An integration of linguistic and cultural learning to facilitate communication interaction;

- A comparison on others and self to stimulate reflection or/and critical questioning of the main stream culture into which learners are socialized;

- A shift in perspective involving psychological processes of socialization;

- The potential of language teaching to prepare learners to meet and communicate in cultures and societies other than the specific one usually associated with the language they are learning (Byram & Fleming 7, qtd. Corbett 35)

In fact, the ethnographic activities have to be convenient to the aim and the level of foreign learning classroom. The book Developing intercultural competence in practice (Byram et al), "a forum for reflection on the experience and practice of learning and teaching languages and intercultural competence", characterized several experiences carried out by teachers all around the world, most of which have an ethnographic component, where students are supposed to gather data on a certain topic by means of research, interviews, or more observation of events, or social and cultural products, that is, field work. The collected of information will be presented and utilized in different ways in the classroom which will consequently improve students' language and communicative competence. Most experiences presented in the book also prove that ethnographic activities can be used with students of different ages and cultural backgrounds, from barely literate people to university students; and a diversity of national origins, students from one country; students from two countries working in partnership or immigrants from different countries working together. (Cited in :Coperías Aguilar, 2010, p : 94).

To help students acquire ICC and for the student himself to acquire ICC is not an easy task, more accurately, this acquisition requires willingness and acceptance on the part of the learner as it affects values and beliefs. On the other hand, because it is a lifelong developing competence that the learner must always be alert. That is the reason why some authors consider that cultures and more specifically interculturality cannot be tested

explicitly, because it is an " intensely individual quest" (Kramesh, context 257); while, methods have been put above the present. One of the methods that have been chosen as most suitable to assess ICC is a portfolio that the learner has to build throughout the learning period. Byram defends the idea of using portfolio for several reasons: (Cited in : Coperías Aguilar, 2010, p : 95).

First, it represents a combination of atomized and holistic assessment, that is, objective by objective, "savoir" by "savoir" or ICC as a whole; second, it keeps a close relationship between testing and teaching; and, finally, because it allows a combination of criterion referenced documentation with objective, norm referenced test (Teaching 107). The contents of the portfolio will clearly depend on the kind of lesson the learner is studying, however, it should always include an element of critical reflection and, if possible, this should be discussed between the student and the teacher (Corbett200). The concept of the portfolio has been developed within the context of common European framework of reference for languages. This framework has different objectives, among which we would like to shed light those of the commitment to lifelong language learning and the idea that language learning allows chances to acquire independence and autonomy as learners (Hyworth 13). Moreover, the European language portfolio also had as one of its aims the development of learner responsibility and learner autonomy (Scharer 3) (ibid, p : 95)

As a conclusion, we sum up that ICC is based on "savoirs", that is skills, abilities, values and attitudes, rather than the transmission of knowledge. However, this does not mean that traditional instructions or the gathering and structuring of information are prohibited in this competence. Also, all these "saviors" are acquired rather than taught and they depend very much on autonomous learning and teaching. One of the factors of ICC is "savoir apprendre/faire", which is linked to the skills of discovery and the capacity of acquiring knowledge through social interaction. That is, the focus is given on the learning

to learn, a competence which will permit us to be independent and autonomous in any lifelong process in any field we may be involved in. (Coperías Aguilar, 2010, p : 95)

A great deal of importance is placed on now days in education to the acquisition of this ability and to the idea that our learning process does not finish at school or university, but continuous throughout a whole life. In this context, the importance of the foreign language learning as an intercultural speaker is a dynamic concept without specific limits, a person who is always prepared to acquire new knowledge or abilities. Considering that his/her training is always on the move, being an intercultural speaker is a lifelong activity and the learner must acquire the skills of autonomous learning for the success in any expected situation. Therefore, the importance of the intercultural teacher, a mediator rather than a transmitter of knowledge and possesses a prior knowledge about the abilities which are supposed to be taught, also becomes essential. Anyway, it is somehow difficult to determine the correct methodologies to teach ICC, and the use of some ethnographic techniques may be useful. Apparently, the concept of ICC has so far been developed in connection with foreign language teaching and learning; therefore, some of its principals could be applicable to other areas of knowledge and to students coming from fields other than foreign languages. (ibid, p : 96).

5. **Assessment of ICC :**

When assessing ICC, educators must control the use of tests by using informal or other alternative assessment strategies, teachers use multiple source of data, and that leads to the enhancement of the decision making process. Therefore, the role of a teacher is to observe processes not only of products. Regularly organizing standardized tests, analyzing outcomes through test score average and comparing groups based on a norm does not provide relevant an indication as ongoing collection of information in the classroom, when seeking to evaluate the "savoir étre" dimension. The teacher has to rely on other data

sources, such as: anecdotal records, observation check lists, surveys, portfolios, self-evaluation reports,..etc. (Lussier et al, 2007, p : 29)

The ability to act appropriately in a new cultural context, and the acceptance of a new a world view are both equal in term of importance, and their assessment could be very complex at the same time, it could be very rewarding as it gives feedback and awareness to students related to their cultural understanding, and provide information to teacher about the nature and level of cultural understanding being understood by students. There are choices that have to be made concerning the selection of the types of assessment which seem to be appropriate in evaluating students' ICC : (ibid, p : 29)

a. Assessment of ICC should be more formative than summative. "**Formative evaluation**" works on developing ICC and keeping the learning process active. In other words, teacher focuses on collecting information in order to spot light on the learners' strengths/weaknesses then to compare them with the expected outcomes. "**Summative evaluation**" sums up attainment at the end of the lesson with a grade, therefore, it is not emphasized when assessing ICC, since ICC focuses on the behavioral, affective, cognitive domains. (ibid)

b. "**Continuous assessment**" is an assessment used by the teacher or learner, where he/she assess performances, pieces of work and projects throughout the lesson. It may take the form of a checklist completed by the teacher or the learners. The portfolio that includes samples works in different stages of reflective thinking or drafting represents a great instruments to that effect.

c. Assessment can be direct or indirect. "**Direct assessment**" is when the student is actually doing or performing; for instance, when a small group is discussing another cultures' attitudes (savoir étre) or performing a role play (savoir faire) and the assessor observes with a criteria checklist corresponding the performances to the

most suitable categories on the checklist. We refer to "**Indirect assessment**" when we use a test on a paper which often assesses knowledge .

d. Assessment can be holistic or analytic. "**Holistic assessment**" is to make a global synthetic judgment about the learner's performance. "**Analytic assessment**" is to observe closely and carefully all dimensions and sub dimensions or each one separately, in order to come out with different profiles, performances and competence. (Lussier et al, 2007, p : 30)

e. "**Self-assessment**" requires judgments about your own performances, can be an effective complement to teachers' tests and assessment.

There are three concepts seen as fundamental to any discussion of evaluation (Counsil of Europe, 2001;177). Validity show that what is actually assessed is what should be assessed in a context and the information gained is an accurate representation of the proficiency of the student. Reliability represents the degree to which the measurement data are stable. It gives accuracy to decisions made in relation to standards. Feasibility means that measure is practical and work under certain time limits. These three qualities are relevant to the intended evaluation of insuring equity and equality in our judgments when assessing student's performance, behaviors, and attitudes. (ibid, p: 30).

Conclusion:

   As a summary to this chapter, one can say that English teaching should involve culture teaching, the mission of foreign language teaching is to cultivate those who can communicate with people from different cultural backgrounds, and they need to be aware of the ways of addressing people, therefore, we introduced Intercultural awareness and defined its degrees and we provided examples. After that, we shed light on intercultural Communicative Competence and what students should be aware of in terms of managing their own behaviors and speech.

   At the end, what is crucial is that intercultural communication leads to cultural tolerance if there is a kind of open mindedness towards the variety of cultural backgrounds, consequently, students cannot be considered to have mastered a foreign language until they understand and be aware of its culture. Otherwise, it leads to social implications through misinterpretation and lack of communication. Additionally, the chapter also defined the ICC model's and factors, moreover, we shed light on the difference between cultural knowledge, cultural awareness, cultural sensitivity, and cultural competence which we talked about it briefly by taking a model. This chapter also mentioned the role of a learner as intercultural speaker and his position in the autonomous learning through ICC. Finally, we tackled on how to assess ICC by providing the effective kinds of evaluation.

Chapter Two : The Importance of Facebook in Promoting Intercultural Awareness

Introduction :

The development of social media took the trend of globalization to a new and complex level, social media made it possible to communicate and build relations, despite time and distance limits. Moreover, they can provide a great support to the educational process, which it will be our concern in this chapter.

It will be devoted to the significant role that Facebook as a form of social media can play to promote Algerian EFL learners' intercultural communication. First, we will start by defining the concept of social media as a whole, and add other definitions of different networking sites. Then, we will discuss the relation between Facebook and intercultural communication, and introduce different ways for communication.

As the chapter develops, we will present Facebook as a tool for online learning, and how to use it in order to expand and diversify learning. Also, we will mention the practical uses and advantages of Facebook for EFL classrooms. At the end, we will conclude the chapter by highlighting the group creation process on Facebook platform, and define other uses of Facebook group for effective social learning.

1. Social media :

During the recent years, social media have grow rapidly on the internet, and becoming so popular. They are achieving an unusual success among youth and also among professionals looking for expanding their professions on network, these network sites are indeed create a chance for their career. However, social media seem to hide another benefit that is rarely emphasized: they facilitate the learning of foreign language, particularly English, often criticized as being responsible for the poorness of language by the massive use of abbreviations and shortcuts of any kind, yet they prove to be effective additions to the language learning process. Actually being connected to one or more social media

involves being part of a virtual community, the member of which speak various languages. The contributions of those different users transform the content of such social networks into multilingual atmosphere where each use is exposed to foreign language. (cited in : Sawyer, 2011, p:3)

Sites such as : Facebook, Twitter, YouTube can help students not only to learn a foreign language but also to practice it. Social networks are so innovative ways to improve one's English. Cultures all around the globe estimate their individual traditions, beliefs, and norms that differs them from other cultures, social media links people around the world regardless of differences and geographical boundaries. According to Chen and Zhang (2010), " The comparison of time and space, due to the convergence of new media

And globalization, shrunk the world into a much smaller interactive field" (ibid)

Social media allow people across the world to interact with each other just by sending and receiving messages ,they gathered people of different backgrounds together in the "Global village", they offer the opportunity to learn about the foreign communities, establish and maintain relationships, and stay informed with events. New social media represent an important part of our lives, because they promote the interconnectedness and interdependence of our culturally diverse world. Nowadays, statistics show a large number of internet users, so new social media are daily used by people all around the world, the communication that occurs in these online context encourage interactive conversation that build understanding of different points of view. " New social media means that everyone is a publisher and everyone is critic ". (George Town University, 2010). (ibid)

Moreover, in social media people express their opinions to the public, and participate in dialogues. People may use social media for many reasons, for example: The need for interaction and connection, as supported by Maslow's hierarchy of needs, people desire to

fulfill sense of belonging through support from relationship with others. They can communicate and belong to different networks, additionally, when people interact with each other online they gain knowledge and learn about different points of view, perspective of issues, topics, and events. However the ultimate importance is when people use social media for socializing; which is a form of media where people participate in conversations without meeting face to face. (cited in : Sawyer, 2011, p:3)

Cultural differences also affect the communication behavior, and values." There are differences in the way that people who identify with different cultures, based on both national identity and gender, manage their communicative behaviors within social network sites". (Rosen et al, 2010). Intercultural dialogue in critical today in our world, where different cultures face each other daily, particularly through social media . Conflicts and violence would exist unless people strongly promote intercultural communicative competence to preserve harmony and understanding. (George Town University, 2010).

To sum up, Social media provide an opportunity for people across the world to keep in touch and feel closer regardless of the distance, it have been rapidly spreading across the globe, and gaining popularity in today's society. Apparently, it creates a sense of belonging to a greater social network other than one's own community by linking people through knowledge, behaviors, and attitudes. Social media users lively experience the significant meaning of being a part of different places, ideas, and cultures without being restricted by the limitations of time and space. (ibid, p:3)

2. Social networking sites :

Boyd and Allision (2007) defined social networking sites as : "Web based services that allow individuals to (1) construct a public or semipublic profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and

traverse their list of connections and those made by others within the system ." Among different sites of social networking we mention the most popular : (cited in : Sawyer, 2011, p:3)

➢ **Twitter :** it is a form of social media that allow people to communicate through micro blogging. People use micro blogging to " talk about their daily activities and to seek or share information." (Java et al, 2007). The Twitter was created in 2006 to rotate real time information to users, "the platform was inspired by creator Tim Dorsey's introduction of an sms_based concept that allowed members of his then _company, Odeo, to keep tabs on one another. The name 'Twitter' ..is used to describe a short burst of consequential information. (George town, University, 2010). (ibid)

A lot of people keep in touch and stay always informed about the latest news, they follow their friends, celebrities, and musicians so that they feel connected and develop acceptance for the feelings of others. Twitter somehow fulfill the desire of curiosity of people across the world, more accurately, people who are focused on others' lives, this form of social media achieves the possibility of knowing exactly what someone is doing without physically meeting or communicating. (ibid, p:04)

Moreover, Twitter allows tracking news in weather. Tweets are limited to 140 characters, sentences are easily accessible and simple to remember. This permits acquiring vocabulary and common expressions specific to many daily life areas and memorizing sentence structure. Twitter users can also train to write consciously in any given foreign language especially English.

➢ **YouTube** : is a videos sharing website begin in 2005 that " allow people to interact with the global community by viewing and sharing user generated video content". (George town, university, 2010). YouTube is considered as " a place where 65,000 mostly homemade, often off beat, digital clips are uploaded daily to be shared online." (Collins, 2006, n,p).

33

It allows people to comment on videos and participate in discussions, furthermore, YouTube is a popular video sharing website because users can upload, video clips, and share views. Almost 100 millions video viewed per day. (Godwin_Jones, 2007)

Actually, "YouTube has started out as a fascinating example of how new technology can alter out conceptions about what media is, and can be". (Christensen, 2007, p40), which means that YouTube is able of publishing and advertising new technologies thus it started to be an online media. Also people may upload videos in the sake of entertainment, persuasion, or being informed about the latest trends or products from all over the world, which represents a strategy provided by companies to market their goods and products, regardless of time and distance limitations. (cited in : Sawyer, 2011, p:5)

Indeed, YouTube helps EFL learners in the way that " this anonymity combined with physical distance and rare and ephemeral dialogue gives people the freedom to experience humanity without fear or social anxiety"… " It allows one to watch other people without staring or making them feel uncomfortable." (Wesch, 2009). (ibid)
Consequently, YouTube reduces learning obstacles such as anxiety, nervousness,..etc.; that basically prevent studying other languages, cultures, or social groups in their real context.

Facebook : it represents an example of social media through which people exchange messages. Facebook was created in 2004 by Marc Zuckerberg, who intended to bring people across the world, and of different backgrounds together to encourage interactions. (Facebook, 2010) . (ibid, p:4)

There are over 500 million users in the world with a population of 6,8 billion, in other words, 1 out of 14 people have a Facebook account. Social media has a strong impact on intercultural dialogue because it provides a medium for exchanging messages, which means that people around the globe are able to access internet and using it to communicate

and collaborate. There are more than 70 translations available on the site, and about 70% of users are outside the U.S. (Facebook, 2010). (cited in : Sawyer, 2011, p:5)

According to Mark Zuckerberg, "If Facebook were a country, it would be the 6th, most populated country in the world". (ibid, p:6)

Facebook is a successful example of the most populated social network site that recognizes the concept of collecting people around the globe under one place where they can exchange knowledge, express their own identities and explore different cultures. Furthermore, Facebook among numerous countries enriches social lives and relations away from time and distance factors. It is a meeting space which permits the users to publish, share and interact in an informal environment which has an attractive design and easy usability. Facebook is considered as a large catalogue of information and entertainment used by thousands of people and contains various communication features such as : To see news, send mail in box, register and participate in events, create, invite, and join a closed group on a specific topic, post photos and links, share files, videos, video calls, create and download applications, hold discussions, among other possibilities. (Cited in : Moreira, p:366) .

Obviously, Facebook is a part of everyday life for many people that are different in terms of age, sex, social class and occupations, also they use Facebook for different objectives : business opportunities, entertainments, and other utilities. Today many companies and universities have joined Facebook with the intention of sharing news, pictures, or products, thousands of university students communicate and exchange ideas, as well trying new strategies of learning.

3. Facebook and Intercultural communication :

With the observable and successful development of new means of communication, the intercultural communication is being taken to a new area called social media. It has been

proved that Facebook as the most social network sites around the world have effectively accelerated the globalization process, which lead also to improve the intercultural communication among users of social media all over the word. Alan Dershowitz stated : " Internet knows no borders" because social media in general and Facebook in particular have cancelled time and distance limits and gave its users the possibility to overcome national borders and made the distant communication possible. (*Fırat Büyükcoşkun*.).

Facebook is characterized by many features such as : the board of basic information includes information about name, location, age, gender, and more specific information such as: languages you speak, religious views, and political views, this feature itself is essential because people can represent their multiple layers of culture. (Detta Rahmawan, p:06). Users joined Facebook in a way of expressing themselves and reveal more about their personal characteristics, beliefs, and point of views, that it would be easily known by everyone just when the user set his board of information to public, and to share their identity with others.

Nowadays, to join a social network of any kind represents a way to manage one's own identity, life style and social relationship, which strongly favor the main reason of using Facebook or any other kind of social network sites, is to maintain existing relationships. (Amante, p:35) . Furthermore, to strengthened co-existing and belonging sense, meeting new people, having fun, occupying their time and becoming more popular.

Every communication is an example of intercultural communication. The identity of the individual becomes interpersonal in social media, and people of different cultural backgrounds are able to meet each other on a web space, in other words, the components of web communication is not different from traditional understanding of communication. According to Chen (2000) : "Cultural components are : self-expression, ways of thinking, heavily influence the behavior of individuals on social media." The cultural traces

influence each visual; written, or audial content produced by individual or institutions, for instance : the importance of privacy differs throughout cultures on social media, Arab Muslims are more cautious with sharing personal information on the internet, whereas the western world feel so comfortable sharing their personal identities on the social media. (cited in : *Fırat Büyükcoşkun*) .

4. New ways for intercultural communication :

Facebook as other social network sites took our perception of time and space into other dimension with its capability of transmitting the information in incredibly fast speed. Through this social network people started to know more about other people from distant countries and discover similarities or differences . Before social network , it was a necessity for people to establish an intercultural communication situation to interact personally. Interaction between people contains a set of expectations; in other words, when people interact with someone they are familiar with, they are usually comfortable with their expectations. Unlikely, when they interact with strangers from other cultures, they are less confident about their expectations, and more aware of possible reactions, which they would deal with tolerance, openness, and understanding. (cited in : *Fırat Büyükcoşkun*)

Therefore, the prior knowledge of intercultural aspects will facilitate the intercultural communication and accelerate its progress. For instance, students who study abroad can learn about cultural aspects, behaviors, way of living, and attitudes of the host country by social network sites. "When people of two different cultures interact, cultural fluency is the appropriate application of respect, empathy, flexibility, patience, interest, curiosity, openness, the willingness to suspend judgment, tolerance for ambiguity, and sense of humor" (Inoue, 2007). Social network sites affect people's familiarity with other cultures and enhance cultural fluency, as a positive effect for intercultural awareness. (ibid)

Also, another positive effect of social network sites, is the contribution of bringing minority cultures into the light and made them visible among dominant cultures (*Fırat Büyükcoşkun*) . For example, Facebook has users from all over the world, each user has an independent personality, he chooses to show through media, that is, the user represents a culture carrier that struggles to prove himself and his culture entity in the cultural environment.

5. Facebook as a tool for communicating :

The use of Facebook in daily life becomes more and more evident, texting, posting, sharing, or more accurately facebooking, is increasing on an amazing rate, individuals around the world will use the term "Facebook me" when talking to their friends or "to Facebook" has unofficially become a verb that many will use. (Schaefer, 2011, p:01). Reasons for using Facebook may differ from one to another, many would use Facebook because it serves as a tool for communicating with other people; this may be understood by fulfilling the need of belong to a certain group, or to feel needed and existed, simply because Facebook allows people to be a part of different and various groups.

Furthermore, many would use Facebook to seek information, or to be up-to date with latest news and events through the uncounted number of pages and groups specialized in reporting those news. Also, many would use Facebook for the chance of having long conversations and discussions without direct contact of face to face communication, in other words, Facebook enriches the daily communication that individuals need, and keep them always connected with their peers even though they do not personally meet, it enriches as well the intercultural communication by making one able to interact with people who are distant and live overseas, which consequently will draw a clear image about their daily life, cultural patterns, behaviors, and traditions without the need to visit those countries. (Prakapiené, & prakapas, 2016, p:167).

6. Facebook for online learning :

It is evident that Facebook was not created as a learning tool or for the educational use, its first attempt was for socializing. Yet, the nature of this social network enables the enhancement and support for online education, that is, it makes it easier for everyone to connect and to build relationship with everyone they want, but also to exchange information and knowledge, which will mutually benefit the interlocutors in various sides. Apparently, Facebook is a tool that almost everyone familiar with, and it can be accessed in anytime and anywhere, which make it the perfect platform to share an information or educational links, assuming that the vast majority of your classmates or educational area are already using Facebook. By its nature, Facebook encourages communication and discussions, information sharing, and networking. To consider it as an educational platform, learners are allowed to ask questions, discuss ideas, share experiences, and learn about new things, in other words, the positive interaction between learners will effectively impact the way they learn and work. (Pappas, May 31, 2015)

Moreover, Facebook will enhance learners' engagement, and motivates them to express their ideas and thoughts, as well to feel free for giving suggestions or comments. It promotes learners collaboration by making them exchange benefits and share feedback, or even to complete class projects. What's more, Facebook would give the opportunity for learners to carry out a research about the subject matter, and expand their comprehension about a certain topic, that would lead to broaden learners' understanding and cover as many areas as possible. (ibid)

Facebook show many benefits to both students and teachers, in a research conducted by Teine (2000), students are strongly in favor of discussions through screen, rather than face to face discussions because they are more flexible as they provide time to reflect and think and allow introvert and extrovert students to be involved in online discussions. "There has

been evidence that the messages composed by students in online forums include longer solutions for problem solving, and consists of deeper reflections compared to face to face discussion" (Hana et al, 2000). On the other hand, learners are always able to access the information because everything that gets posted gets read over and over again. (Kaur,2011)

To sum up, Facebook represents a very useful platform for enhancing learners' engagement in the courses, and to motivate them achieving the expected outcomes in their learning process, moreover, through Facebook learners, learners can develop their autonomy in language learning, by considering their comments and makes a high quality discussion. (ibid).

7. Facebook use to expand and diversify learning :

In the classroom, many students ask teachers if they participate in social networks, indeed , many teachers joined Facebook in the sake of participating and learning, but still a number of teachers are unaware of the pedagogical usefulness of Facebook. This social network can effectively facilitate the process of learning and teaching, it is somehow and informal learning experience that occurs outside the context of formal education, it encourages the engagement of students in academic content without time loss . (Jeff Cain & Anne Policastri, 2011) . (cited in: Moreira et al, p:372-374).

" Facebook is a tool that can be used as a formal learning virtual environment gathering various types of media in a unique environment enabling and providing opportunities for collaborative learning, interactivity and many educational opportunities that lead learning to learn . (Ferreira; Correa; Torres, 2012, p16) . Based on a newsletter published by univerersia Brazil 2012, we will mention several ways to use Facebook for expanding and diversifying the way of teaching : (ibid)

1. **Watch video classes :** several universities in several different countries provide video lessons or lectures in their online pages.

2. **Educational games :** many of the games available on Facebook are educational. You can set goals and make an internal championship among students.

3. **Researchers :** it is common for teachers to request interviews or surveys with the public for students. You can take this research to the social network and further increase the scope of the investigation.

4. **Applications :** Facebook provides many tools you can adopt to increase the dynamic in the classroom.

5. **Create content :** On Facebook, it is very easy to create and share content. Ask your students to reveal these tools and use them to apply the content learned in the class.

6. **Good manners online :** give tips and instructions on how to behave online, internet safety, how to avoid cheating.

7. **Exercises :** in test periods, you can post exercises and activities for students to practice the contents that will be evaluated.

8. **Other files :** you can store supplies, useful links, lower point presentations on the class online group or school page.

9. **Recognition :** when a class or student achieves some goal or relevant result you can give online recognition and motivation to make everyone feel considered.

When using Facebook in teaching and learning process, it is necessary for teachers to clarify things and establish direct rules to avoid difficulties or unexpected conflicts. According to staff writers (2011) : "verify if your school has social media policy : some universities now have policies of using social media, you might not have permission to become friends with some students or discuss university work in general, make sure before updating you profile". Attention should be given to such concept for the development of

good teaching work on ethics of universities and before, for the mutual respect between students-teachers. However, this social network like any other needs to be used consciously, especially when it is involved in a teaching/learning process. (cited in: Moreira et al, p:372-374).

8. Practical uses of Facebook in EFL classrooms :

Rapid development of information and communication technologies has brought changes in various pedagogical and technological applications and processes. (Mazman & Usluel, 2010). Facebook allows EFL teachers to start online discussions, post class announcement, start online chats between students and English native speakers, share resources or materials for class projects, and much more. (Cited from: Petrovic et al, 2012, p: 356-357)

They use Facebook as a space for collaboration and discussion (Kharbach,2014), EFL students today demand more autonomy, connectivity, interaction, and socio-experiential learning opportunities in their learning contexts (Mcloughlin & Lee, 2007), because students suffer of lack of opportunities of authentic communication and the lack of exposure to target language, providing an informal learning context seemed to be the best solution for attaining more robust learning and teaching opportunities. (ibid)

Furthermore, in many cases, it is shown that students spend more time in an informal learning environment, interacting with peers and receiving feedback, than they do with their teachers in the traditional classroom. (Fogg Phillips et al, 2011). Many EFL classroom teachers and students consider Facebook as a tool that can effectively contribute to the quality of education by; fostering positive relationships among students and encompassing students' motivation and engagement (West et al, 2009) ; involving students in achieving the learning tasks and successful transfer of knowledge (Madge et al, 2009) ;

developing a positive attitude towards learning and improving the quality of learning (Pasek & Hargittai, 2009, Kirschner & Kar Pinski, 2010) ; developing interpersonal intelligence, as well as critical thought (Lampe et al, 2008) ; developing of communications and interactions on the relationships between students and teachers outside the class (Sylweyn, 2009).

Also, Facebook enable teachers to provide constructive educational outcomes in a variety of fields (Pempek, 2009) ; practice a differential pedagogy, in the best interests of the students (Hew, 2011) ; integrate diagnostic formative evaluation in the learning process and to examine didactic activities (Pasek & Hirgittai, 2009) ; achieve a change in a strategy, mentality, attitude, and behaviors by using Facebook (Robleyer, 2010) ; establish efficient educational relations on social network (Sylweyn, 2008) ; accept the student as an interaction partner (Schwartz, 2009) ; analyse and compare ways of learning and the knowledge achieved by the students (Robleyer, 2010) ; develop knowledge and skills in order to perform efficient didactic activities (Hew, 2011). (Cited from: Petrovic et al, 2012, p: 356-357)

According to the previous outcomes, Facebook becomes a very active tool in educational activities and academic framework that is preferred by EFL classroom teachers from all over the world, this social media proved its effectiveness and important role in promoting students' autonomy and engagement, especially in English language classrooms, because it provides many benefits.

9. Benefits of Facebook for EFL classrooms :

A.   Benefit for EFL Teachers :

Facebook is very beneficial to EFL teachers because it can help them to engage students outside and academic framework, through Facebook, teachers can learn about issues in EFL education and to obtain ideas for classroom practice.

Facebook is not just a mean of communication but also it is a mean of collecting information since it is considered as a professional resource for EFL educators . However, there are more benefits that Facebook can provide to teachers, for example, educational pages that represents a useful source to educators, those pages usually contains information, and issues about EFL classrooms, opportunities for professional development, and much more. Also, they represents a good chance for EFL teachers to collaborate with each other, therefore, educational pages through Facebook is : " a way to access valuable information and resources at no expense and through an online medium that is likely being used anyway" . (Pilgrim & Bledsoe, 2011, p28). (Cited in : Espinosa, 2015, p:2208-2209)

In short, following educational pages on Facebook enables teachers to get effective classroom resources for free, develop and maintain friendship and collegial or professional relationships for mutual benefits, and receive valuable educational information like notifications and tips for teachers and new books, and e-book available educators (Pilgrim & Bledsoe, 2011). This platform offers advantages to EFL students as well : (ibid)

B.   **Benefits for EFL students :**

Facebook provides many advantages to EFL students , for instance, it enhances human interactions and promotes social exchanges between interlocutors, which lead to the development of language learning and communication progress, more accurately, Facebook can promote the development of communicative competence in English language learners. (ibid, p:2208-220))

Besides, Facebook is able to improve learners' skills in writing, reading, and oral production. Thus, this network has a positive impact on learners since it makes English language teaching and learning more practical, and interactive. (ibid)

The goal of EFL students is to learn English and communicate with other learners of English or native speakers. Therefore, students are required to post and to respond on others' posts in English. (Cited in : Espinosa, 2015, p:2208-2209)

As a result to this activity, students can improve their communication skills as well as their reading and writing abilities in English. (Blattner & Lomicka, 2012)

EFL learners found that online discussion is a very beneficial and online activities are much easier to comprehend, especially those who are not able to cope with fast-paced classrooms. They feel more confident and motivated in online dialogues, Facebook also provides students meaningful learning experiences that give them the opportunity to use the skills learned in the classroom and apply them to a real situations, which lead to the full comprehension of the theories and concepts learned in the class. (ibid, p: 2208-2209)

Students also have positive views regarding the use of Facebook , they believe that Facebook provide them with the opportunity to lively experienced different situations that they have never been before, they enjoy using Facebook, because they are able to practice English with native speakers in more naturally and friendly environments.

O'Hanion (2007) says that : " when students have to talk to native speakers, they feel forced to improve their language skills, because they need to communicate with them in English. Therefore, their language abilities increase simply because they write, read, listen, and speak in English more". (ibid)

Moreover, Kabilian et al, (2010), points out that, students can learn new vocabulary words through friends in Facebook, because when their friends post comments using words that they do not understand, they feel curious to know the meaning of those words . The same thing happens with students who play games on Facebook, they feel forced to improve their English skills, because those games require students to understand instructions in English and to interact with fellow gamers in English. (ibid)

All this defend the idea that people learn better in social settings like Facebook, because they expose learners to authentic and relevant social interactions.

Consequently, using Facebook can truly enhance students' communication and interaction in the target language. (Mills, 2009) . (Cited in : Espinosa, 2015, p:2208-2209)

10. Group creation process on Facebook platform :

Facebook users can create a group with the option "Create group" on their main pages. An intended classroom environment can be generated to lesson on Facebook, teachers as group administrators are able to arrange the group as they wish (Naci Coklar, 2012, p:43) .

A Facebook group is defined as an available area in the interface where a user (student or teacher) can create . Members of the group do not necessarily know each other, which enables an effective exchange of knowledge between them without links in the network. Among features of a Facebook group it may be of type : (Chagas et al, p:271)

- **Open :** the group, participants, such as publications of this group are visible.
- **Closed :** the group and the participants are visible, but who is not part of the group cannot view the publications, also anyone can apply for participants in this group, but it has to be authorized by the group administrator.
- **Secret :** only know who is attending the group's existence and posts, this type only the administrator can add a new participants, which cannot refuse to include , but may leave the group at any time. It is not found in the Facebook search, the choice of type of the group is important, because it limits as realized some actions, but at any time the group type can be changed.

Facebook group enables users to post links, videos, images, arranging a questionnaire or stating an event. In brief, Facebook group is an effective way to promote students' collaboration and engagement. (ibid)

10.1 Other uses of Facebook group for effective social learning :

As mentioned before, Facebook can be used by the user to share course resources, involve discussions, promote collaboration, improve relationships, incorporate learning tools (such as : videos, images, chatting). Furthermore, characteristics of Facebook group that are mentioned above, lead to many advantages, for instance, create polls to receive feedback about a course or program, to request the opinion of your audience on a specific topic, or even to generate statistics.

Also, to create questionnaires to comprehend the likes, dislikes, and interests of your students, and build the course around them. What's more, to upload a course content in your account or on the created closed group; which is very useful for students because everything will be available 24/7, if there is a mistake it can be corrected and re-uploaded, immediate feedback and information are always accessible, and classroom time can be minimized considering that the discussed topic is already known.

Moreover, use all available learning and communication multimedia tools on Facebook that can be; videos, presentations, pictures, discussing group, chatts , sharing, linking, highlighting, and promoting. In short, different groups assignment would motivate students and enhance their production in the classroom.

Conclusion :

In the second chapter, it has been asserted that Facebook is a perfect medium for showing ones' own identity, and get to know more about other identities, in other words, it represents a good environment to practice interculturality. However, the chapter also stressed the important role of Facebook for education, and its various advantages for EFL learners. We provided ways for teachers and learners on how to make Facebook a significant tool for enhancing the learning process, and to be more exposed to the cultural elements of TL, also to encourage discussions and communication with native speakers.

Moreover, we highlighted the positive interactions between student-student, and student-teacher in terms of sharing information and working on projects, which will effectively impact the way students learn and work. Furthermore, we suggested different teaching techniques, such as : educational games, video classes, online exercises. Finally, we concluded the chapter by defining the group creation process and its uses for effective learning.

Chapter Three : Field Work

Recommendations and Pedagogical implementation

Introduction :

This study is mainly conducted to collect data about students' perception towards the role of Facebook in promoting Algerian EFL learners' Intercultural awareness. In this Chapter, we will analyze the questionnaires that have been submitted and carried out with Master One students of English at Mohammed Khaider University Biskra.

This Chapter is divided into two sections, which are as follows : administration and of description of the quasi_experimental study besides evaluation and interpretation of results.

3.1.Aim of the research :

This research aims to investigate the importance of Facebook to improve Algerian EFL learners' Intercultural awareness, and the significant role of using discussion forums in EFL classrooms in order to develop students' communicative competence, and to promote their cultural awareness about the target language. Moreover, this work will encourage the teaching _learning process by suggesting the method of incorporating the social media with teaching English in EFL classrooms.

3.2.Population and sample :

The forty (40) students who responded to the questionnaire were chosen among the total number of the Master One. Students' population is (242) at the University of Biskra. The selection of such sample was based on the consideration that Master One students have already experienced the culture courses, and used the discussion forums in the learning process. Moreover; they know about the importance of the use of discussion forums in learning process.

3.3.Administration of questionnaire :

The greatest number of students' questionnaire was handed directly on the 14th March, 2017, to students from the Division of English at Biskra University . All the students (40) who participated in this questionnaire study English language and at the science of languages division.

3.4.Description of the questionnaire :

This questionnaire is divided into two sections, and consists of eighteen (18) questions, which are arranged in a logical way, They are either closed questions requiring from students to choose "Yes" or "No" answers, or to pick up the appropriate answer from a number of choices, or open questions requiring from them to give their own answers and justify them.

The first section, is about "Intercultural awareness", and it has (9) questions. The (1) question is devoted to students' history of learning culture. This latter is asked if students have studied culture before coming to university. Question (2) is about how students' consider their level in using culture. In question (3) students are asked how often they concentrate on the cultural aspects of target language. Question (4) is about to know students' opinion whether it is important to incorporate culture on EFL classroom. In question (5) students are asked whether the cultural awareness of the target language help them to use language appropriately in accordance to the contextual factors. Question (6), this latter is designed to know how students consider their level while attempting to communicate with a native speaker. In question (7) they are also asked whether raising target language cultural awareness and giving it importance among EFL learners leads to effective communication or not and to give a justification to their answer. Question (8) is put to investigate the crucial element that may influence the development of students' communicative competence, according to their opinion. In question (9) students are asked

whether the development of communicative competence through associating cultural aspects leads to avoid serious social implications or not.

Then we move to second section, which is about "The role of Facebook and other discussion forums" . Question (10) is about to know whether students use discussion forums in terms of education or not. In question (11) students are asked whether they feel motivated when they study the language by using discussion forums. Question (12) is intended to generate information about teachers' use of discussion forums to associate foreign language cultural awareness in the learning process. Question (13) is aimed to know students' opinion about the use of discussion forums in English culture lessons. In question (14) students are asked to choose their favorite discussion forum. Question (15) is anticipated to know whether students will use Facebook to talk to native speakers. Question (16) is also to anticipate whether students have ever used Facebook to communicate with natives and to share their experience if they did. Question (17) is designed to investigate whether Facebook approve students proficiency to handle a conversation with natives. The last question (18) students are asked to tell their opinion about the help that Facebook can give to students in learning the culture of the target language.

3.5. The students' questionnaire

Section one : Intercultural awareness

1.   Learning culture before coming to university
Have you studied culture before coming to university ?

Yes ☐   No ☐

Option	Number of students	percentage
Yes	11	27%
No	29	73%
Total	40	100%

Table 3.1 : Learning culture before coming to university
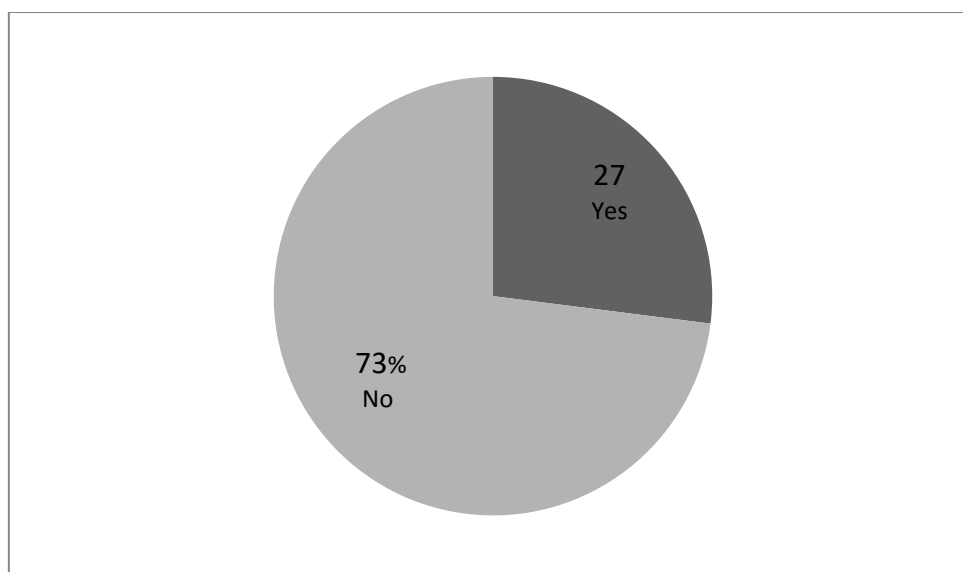
Pie-Chart 3.1: Learning culture before coming to university

As it is shown in the table and the pie-chart above, most students 73% asserted that they were not exposed to culture before coming to university. However, 27% of them have been studying culture indirectly, through book activities, or texts.

2.   Students' level in using English culture

How do you consider your level in using English culture ?

Very good   ☐   Good   ☐

Average   ☐   Poor   ☐

Option	Number of students	Percentage
Very good	1	3%
Good	9	22%
Average	26	65%
Poor	4	10%
Total	40	100%

Table 3.2 : Students' level in using English culture
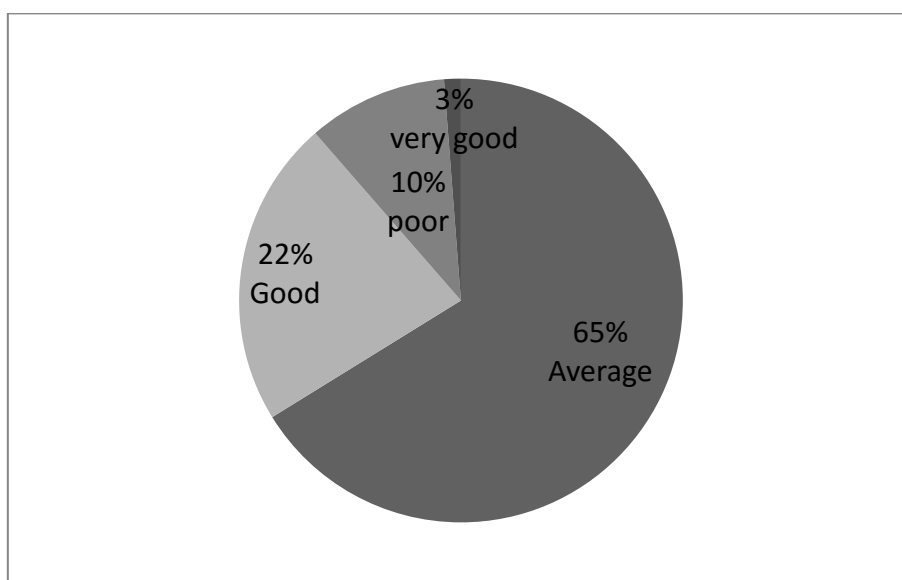
Pie-Chart 3.2: Students' level in using English culture

Students' responses to this question vary including 65% of them, who declared that their level in using English culture is "Average". In addition, the "Good" answer was represented by 22% of the students. Moreover, the "Poor" participation which has been marked by 10% of the respondents. The "Very good" answer was represented by 3% of the students, which is the least proportion of the percentage.

3.   Students' focus on the cultural aspects of the target language

How often do you concentrate on the cultural aspects of the target language ?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐   Never ☐

Option	Number of students	Percentage
Always	3	7%
Often	13	33%
Sometimes	19	48%
Rarely	5	12%
Never	0	0%
Total	40	100%

Table 3.3: Students' focus on cultural aspects of the target language
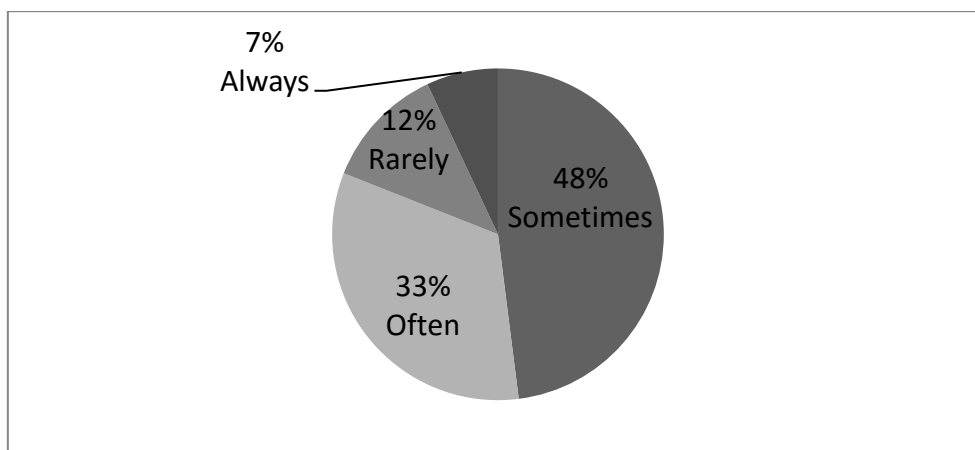
Pie-Chart 3.3 : Students' focus on the cultural aspects of the target language

As can be seen, most of the participants' responses 48% said that they "Sometimes" concentrate on the cultural aspects of the target language. In addition, the "Often" answer was represented by 33% of the students. Moreover, 12% appears in the option "Rarely". However, the last proportion of percentage was found in "Always" participation, which is been marked by 7% of the respondents. We assume from the percentage, that students do not usually concentrate on the cultural aspects of the target language.

4.   Students' opinion about incorporating culture in EFL classrooms

Do you think that incorporating culture in the EFL classroom is important ?

Yes   ☐   No   ☐

Option	Number of students	Percentage
Yes	38	95%
No	2	5%
Total	40	100%

Table 3.4 : Students' opinion about incorporating culture in EFL classrooms
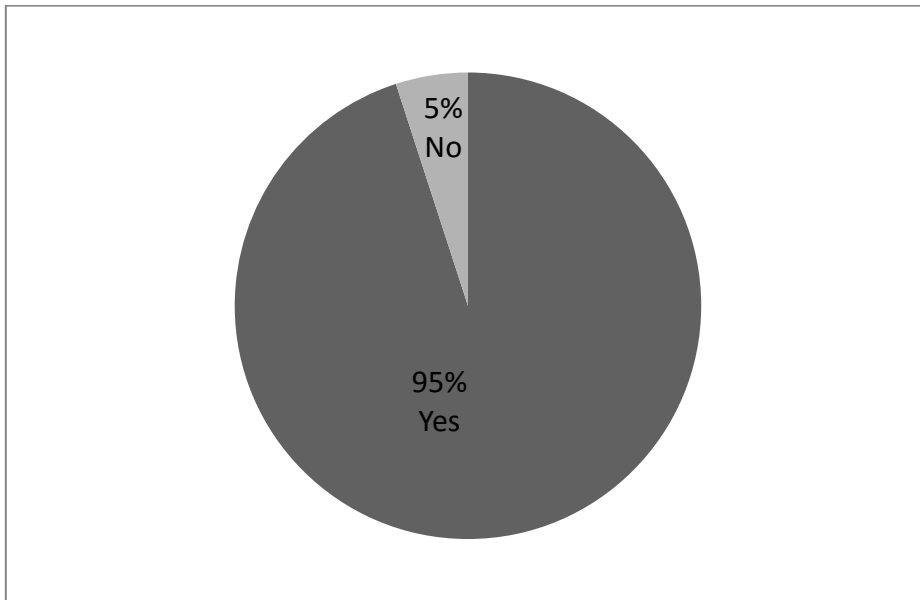
Pie-Chart 3.4: Students' opinion about incorporating culture in EFL classrooms

As table 04 and the pie-chart above show, the majority of students 95% agreed to the incorporation of culture in EFL classrooms. However, the 5% of the participants, which represents the least proportion. We can deduce that the whole students are aware of the importance of learning culture in parallel with learning the language.

5.   The cultural awareness help to use language appropriately

Does cultural awareness of the target language help you to use language appropriately   in accordance to the contextual factors ?

Yes   ☐   No   ☐   Somehow   ☐

Option	Number of students	Percentage
Yes	32	80%
No	4	10%
Somehow	4	10%
Total	40	100%

Table 3.5: The cultural awareness help to use language appropriately
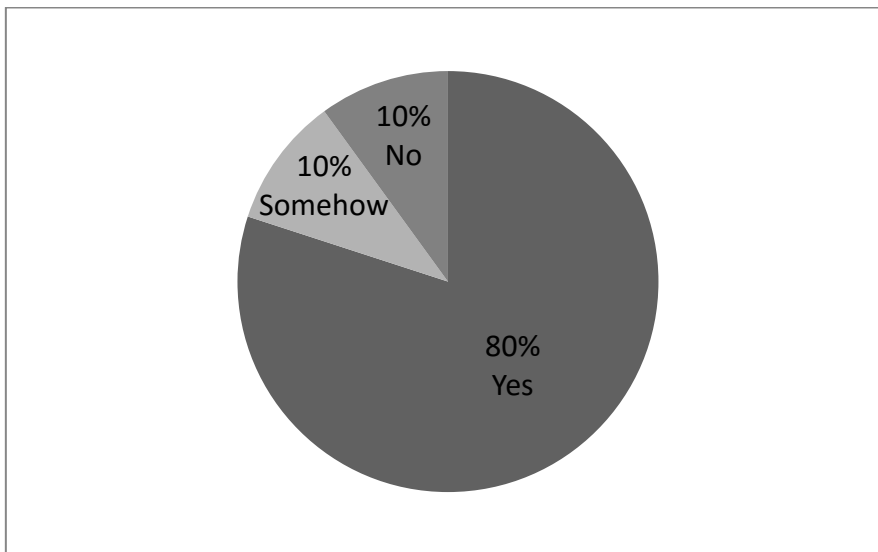
Pie-Chart 3.5: The cultural awareness help to use language appropriately

It is clear from the table 5 and the pie-chart, 80% of the respondents think that the cultural awareness of the target language help them to use the language appropriately in accordance with the contextual factors. While the percentage for the option "Somehow" is 10%. And the percentage for option "No" 10% were similar. Therefore, we can realize that it is essential for students to be culturally aware, so they can communicate appropriately.

6. Students' level while attempting to communicate with natives

How do you consider you level while attempting to communicate with native speaker?

Weak ☐   Beginner ☐   Intermediate ☐   Advanced ☐   expert ☐

Option	Number of students	Percentage
Weak	8	20%
Beginner	13	33%
Intermediate	16	40%
Advanced	3	7%
Expert	0	0%
Total	40	100%

Table 3.6: Students' level while attempting to communicate with natives
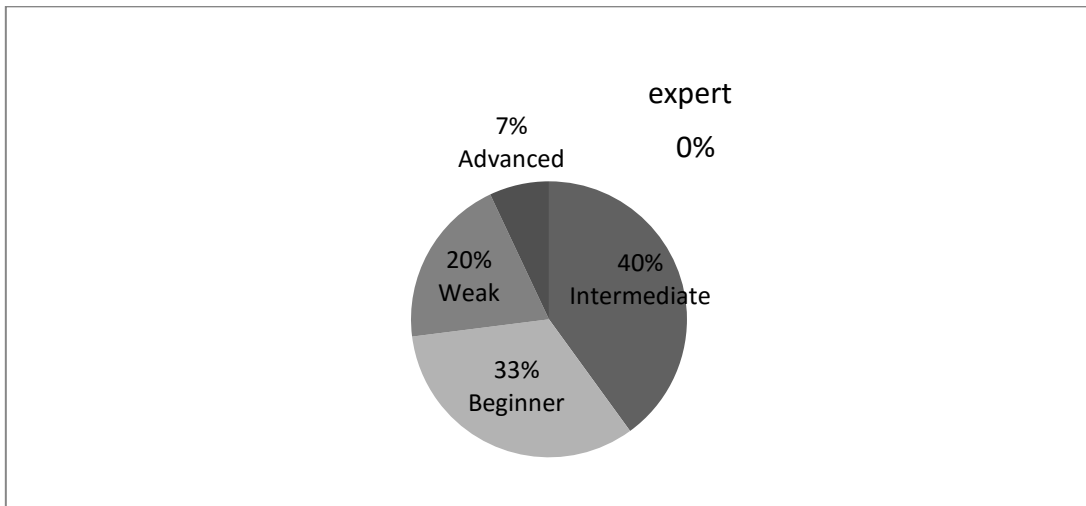
Pie-chart 3.6: Students' level while attempting to communicate with natives

As it can be observed from the table and pie-chart, there is not much difference in the students' opinion about the level while attempting to communicate with native speakers. "Intermediate" to handle a conversation with native speaker was the most to receive

percentage 40%. The "Beginner" which has been ranked the second getting 33% of the percentage. In addition, the option "Weak" is represented by 20% of the participants, and "Advanced" level was shown by 7%. The lowest percentage was found in the "Expert" ;0%. Obviously, most EFL learners know that knowing vocabularies, expressions, and grammar, is not sufficient to handle a conversation with natives .

7.   The importance of raising cultural awareness for an effective communication

Raising target language cultural awareness and giving it importance among EFL learners leads to effective communication.

Yes   ☐   No   ☐

Option	Number of students	Percentage
Yes	38	95%
No	2	5%
Total	40	100%

Table 3.7: The importance of raising cultural awareness for an effective communication
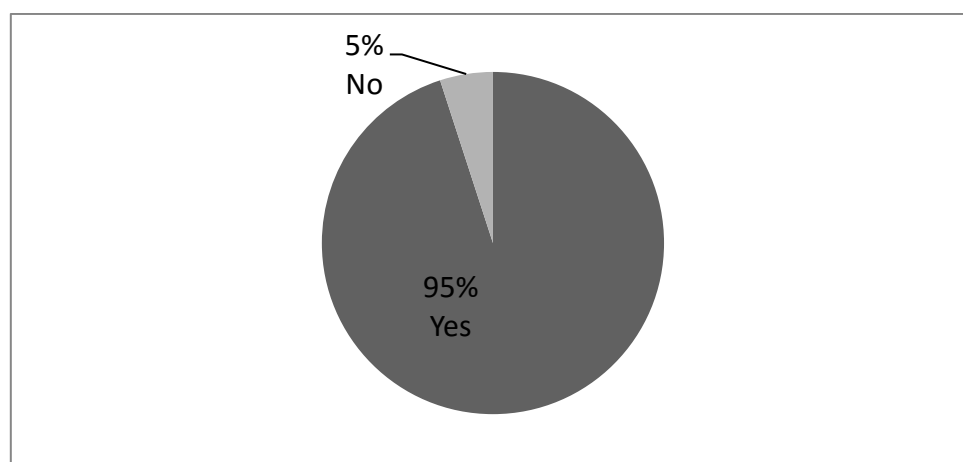
Pie-chart 3.7: The importance of raising cultural awareness for effective communication

Approximtely, the whole students 95% support the idea which claims that effective communication involves raising target language cultural awareness and giving it importance among EFL learners. In contrast, only 5% of the respondents asserted that they do not agree. So according to the majority, there is no language without its cultural background.

8.   Crucial element that influence the development of communicative competence

In your opinion, which is the crucial element that may influence the development of your communicative competence ?

-Awareness of cultural aspects   ☐

-Length of exposure to target language   ☐

-Both   ☐

Option	Number of students	Percentage
Awareness of cultural aspects	11	27%
Length of exposure to target language	4	10%
Both	25	63%
Total	40	100%

Table 3.8: The crucial element that influence the development of communicative competence
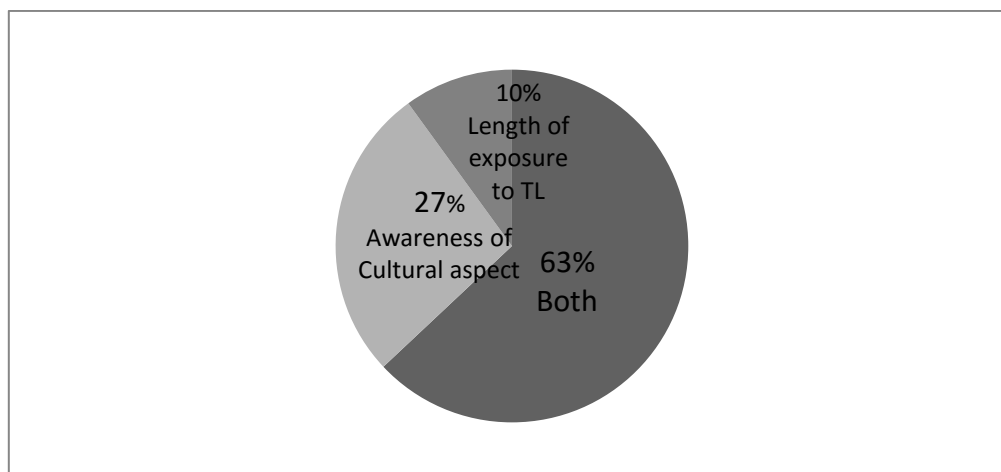
Pie-Chart3.8:Crucial element that influence the development of communicative competence

As table 8 and the pie-chart above show, the crucial element that may influence the development of communicative competence includes "Both" options given by 63% of the respondents, 27% choose the "awareness of cultural aspects" option, while the least proportion 10% choose the "Length of exposure to target language" option.

9. Development of communicative competence to avoid social implications

The development of communicative competence through associating cultural aspects leads to avoid serious social implications .

Yes   ☐   No   ☐

Option	Number of students	Percentage
Yes	35	87%
No	5	13%
Total	40	100%

Table 3.9: Development of communicative competence to avoid social implication
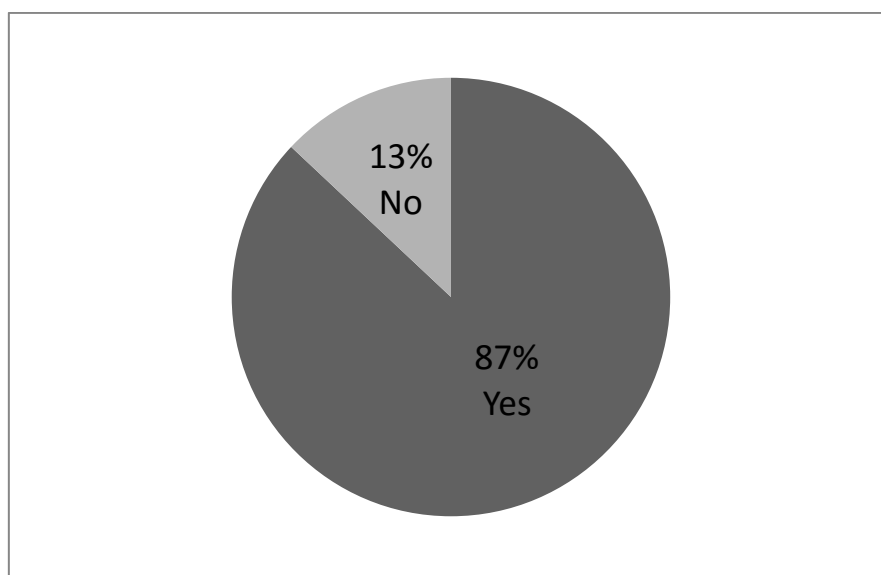
Pie-Chart3.9: Development of communicative competence to avoid social implications

As it is demonstrated above, 87% of the respondents support the idea that claims to avoid social implications, the students need to develop the communicative competence through association with cultural aspects. In contrast, 13% of the respondents do not agree. At this point, we can assume that the development of communicative competence in incorporation with the cultural aspects make the language learning more practical and that leads to avoid the social implications.

Section two : The role of Facebook and other discussions forums

10.   Using discussion forums in education

Do you use discussion forums in terms of education ?

Yes   ☐   No   ☐

Option	Number of students	Percentage
Yes	28	70%
No	12	30%
Total	40	100%

Table 3.10 : Using discussion forums in education
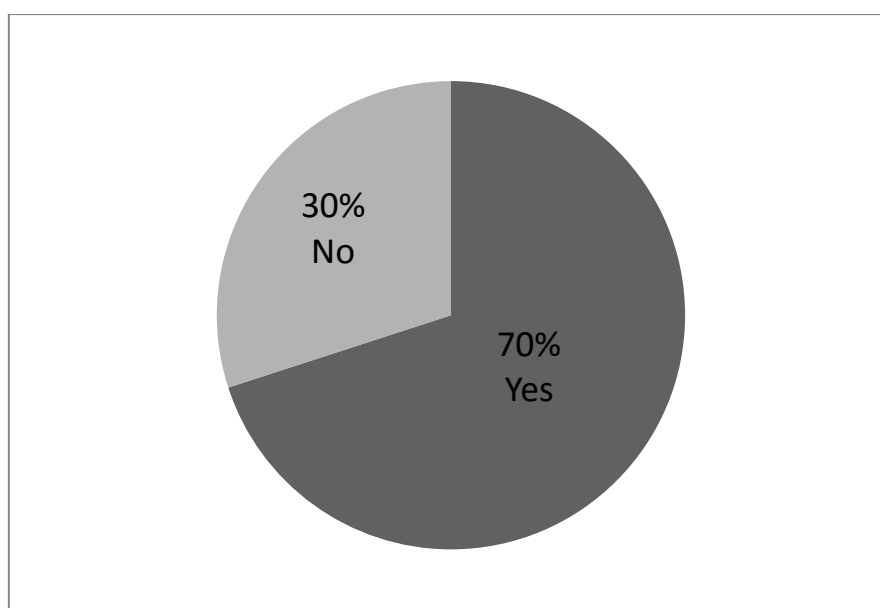
Pie-chart 3.10 : Using discussion forums in education

The results in table 10 and the pie-chart above, clearly show that the majority of students 70% use discussion forums in their education process. Whereas, 30% of students do not use discussion forums in their learning process. This may be due to the lack of awareness of the importance of discussion forums in academic field.

11.   Students' motivation when they study language by discussions forums

Do you feel motivated when you study the language by using discussion forums ?

Yes   ☐   No   ☐

Option	Number of students	Percentage
yes	30	75%
No	10	25%
Total	40	100%

Table 3.11: Students' motivation when they study language by discussions forums
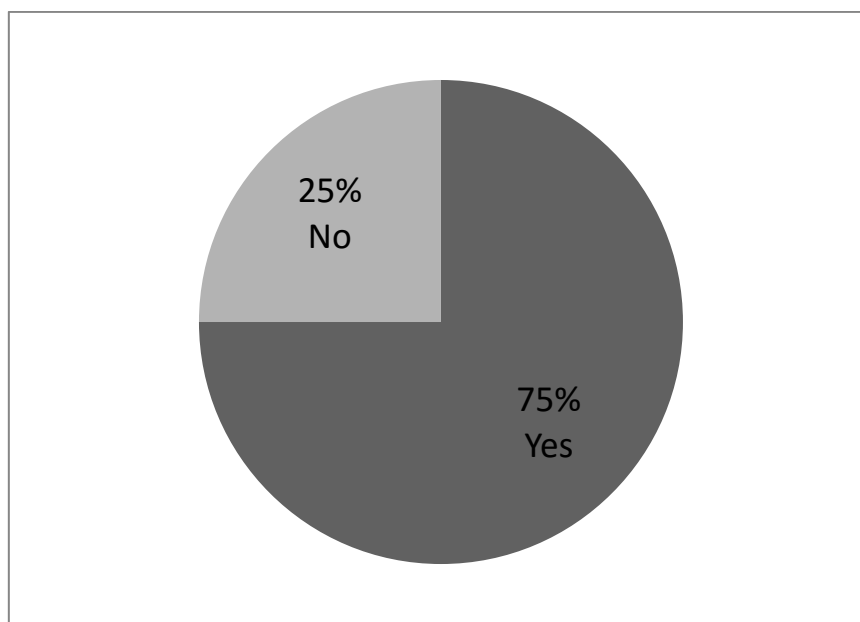
Pie-chart 3.10: Students' motivation when they study language by discussions forums

As it is demonstrated above, 75% of the students feel motivated when they study the language by using discussion forums. However, the 25% of students do not feel motivated, at this point, we can assume that students have a positive attitudes towards the use of discussion forums and their importance in the academic field. On the other hand, in an attempt to discover the absence of motivation; the coming questions offer the possibility to discuss this in depth.

12.   The use of discussions forums by teachers

Does your teacher use discussion forums to associate your foreign language cultural awareness in the learning process ?

Sometimes   ☐   Rarely   ☐   Never   ☐

Option	Number of students	Percentage
Sometimes	18	45%
Rarely	10	25%
Never	12	30%
Total	40	100%

Table 3.12 : The use of discussion forums by teachers
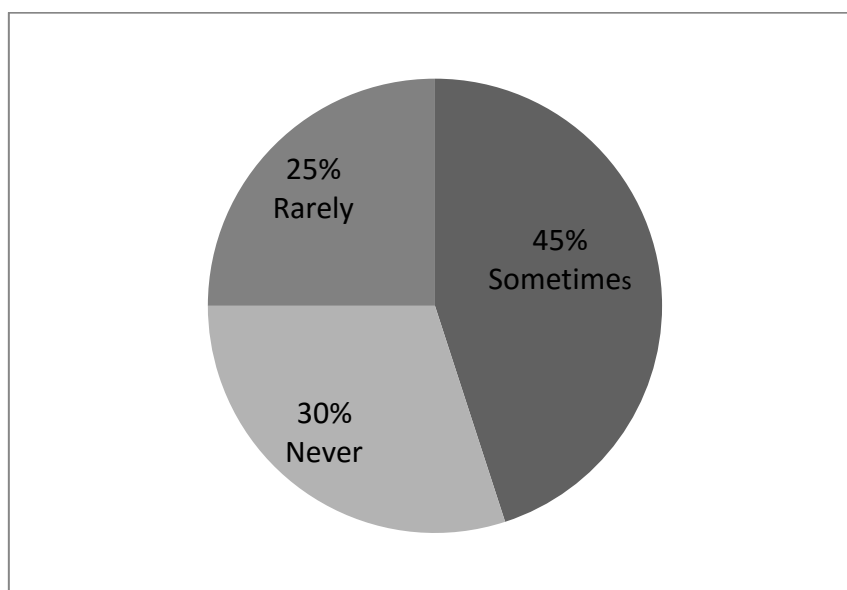
Pie-chart 3.12: The use of discussion forums by teachers

Students' responses to this question item vary to include, 45% of them who declared that the teacher "Sometimes" use discussion forums to associate the foreign language cultural awareness in the learning process. In addition, the "Never" answer was represented by 30% of the students, the "Rarely" option was represented by 25% of the students, which is the least proportion. Therefore, we realize that there are teachers who cope with the technology and make it a part of the teaching process.

13.   Students' opinion about the use of discussion forums in English culture lessons

What do you think about the use of discussion forums in English culture lessons ?

Very important   ☐   Important   ☐   Not important   ☐

Option	Number of students	Percentage
Very important	11	27%
Important	25	63%
Not important	4	10%
Total	40	100%

Table 3.13 : Students' opinion about the use of discussion forums in English culture lessons
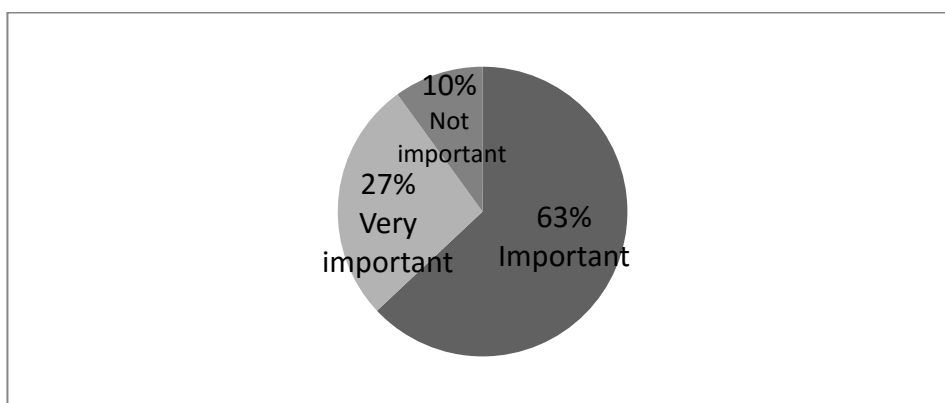
Pie-Chart 3.13: Students' opinion about the use of discussion forums in English culture lesson

The use of discussion forums in English culture lessons, is regarded as "Important" for 63% of the respondents. However, 27% of them think it is "Very important", only 10% who said the use of discussion forums in EFL classrooms is "Not important". We can deduce that the majority of students are in favor with the use of discussion forums in EFL classrooms as a way in teaching culture.

14.   Students' favorite type of discussion forums

What type of discussion forums you prefer ?

Blog ☐   E mail ☐   Facebook ☐
Instagram ☐   Twitter ☐   Yahoo ☐

Option	Number of students	Percentage
Blog	3	7%
E mail	3	7%
Facebook	32	80%
Instagram	1	3%
Twitter	1	3%
Yahoo	0	0%
Total	40	100%

Table   3.14:   Students'   favorite   type   of   discussion   forums
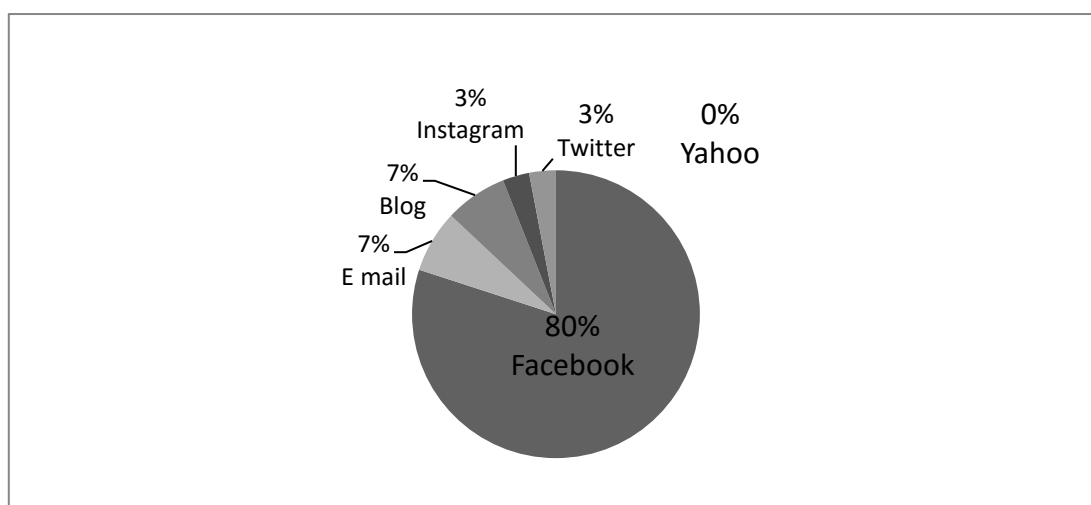
Pie-Chart 3.14: Students' favorite type of discussions forums

Almost the whole students choose "Facebook" as their favorite type of discussion forums by 80% of respondents, we personally believe it is a good choice since this social network give EFL students the opportunity to have a direct interaction with the language, its speakers, and its culture. 7% of respondents choose "Email", it is similar to "Blog" 7% of respondents. In addition, 3% of respondents choose "Twitter", it is similar for respondents who choose "Instagram" 3%. "Yahoo" represent the lowest percentage by 0% of respondents. At this point, we can realize that a large number of students prefer Facebook which is considered as a good source for teaching language and culture.

15.   Students' anticipation to use Facebook to talk to natives

Do you anticipate that you will use Facebook to talk to native speaker ?

Yes   ☐   No   ☐

Option	Number of students	Percentage
Yes	34	85%
No	6	15%
Total	40	100%

Table 3.15: Students' anticipation to use Facebook to talk to natives
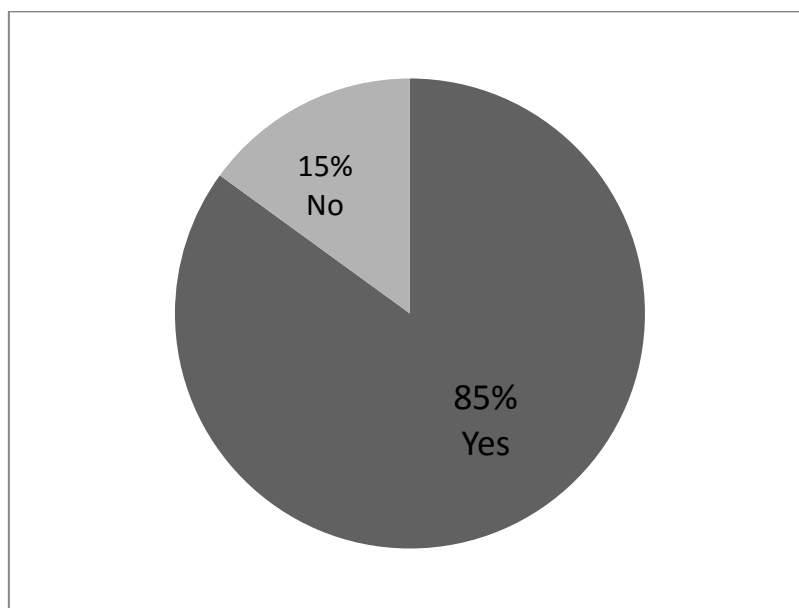
Pie-chart 3.15: Students' anticipation to use Facebook to talk to natives

The table and the pie-chart above show, 85% of students will anticipate to use Facebook to communicate with native speakers. On the other hand, only 15% of them said that they will not use Facebook to talk to natives. Therefore, we recognize that most of students will anticipate to use Facebook to talk to native speakers.

16. Students' experience in communicating with natives

Have you ever used Facebook in communicating with natives ?

Yes ☐   No ☐

Option	Number of students	Percentage
Yes	26	65%
No	14	35%
Total	40	100%

Table 3.16: Students' experience in communicating with natives
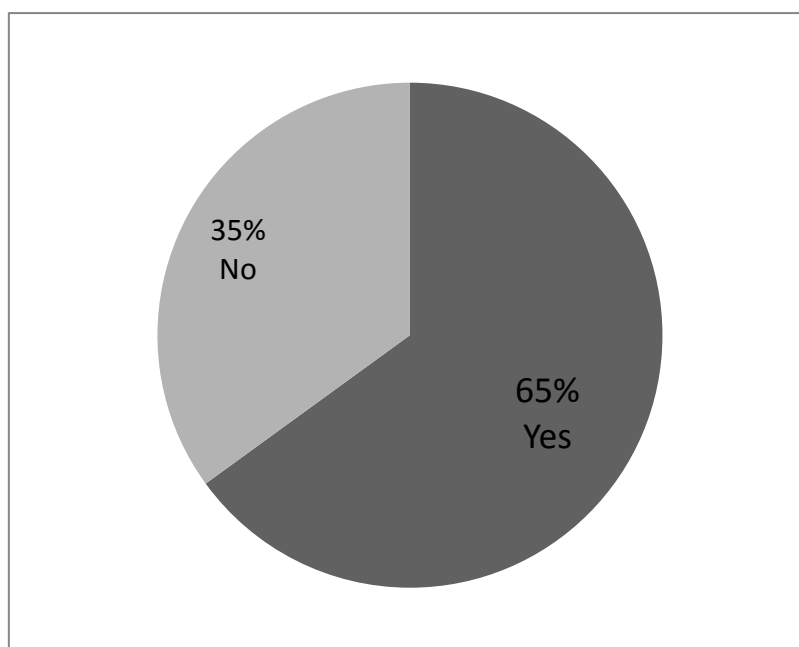
Pie-Chart 3.16 : Students' experience in communicating with natives

As it is shown in the table above, most students 65% have been using Facebook to communicate with native speakers. However, 35% of them asserted that they have never used Facebook to communicate with natives. We assume that Facebook is a tool to practice the language lively, and develop the communicative competence. Therefore, we asked students to share their experience in order to support the idea.

Students' justification :

For the students who have communicated with natives via Facebook, described their experience by saying that it was great, beneficial, and anticipating experience, they have talked to teachers from England, Ireland and USA . Moreover, they assured that this experience enabled them to evaluate their level, and develop their speaking and writing skills as well. They learned new things like : Slang words. Furthermore, the rest of students referred the experience as a horrible one, because they felt weak, and claimed that it was difficult for the first time due to their ignorance of the cultural aspects of the target language. Thus, we can realize that it is very important to learn a language along with its culture, in order to communicate effectively considering that the main objective of learning the language is to use meaningful communication.

17. **Facebook approve students' conversation proficiency**

Does Facebook approve your proficiency to handle conversation with native speaker?

Yes ☐   No ☐   Somehow ☐

Option	Number of students	Percentage
Yes	22	55%
No	4	10%
Somehow	14	35%
Total	40	100%

Table 3.17: Facebook approve students' conversation proficiency
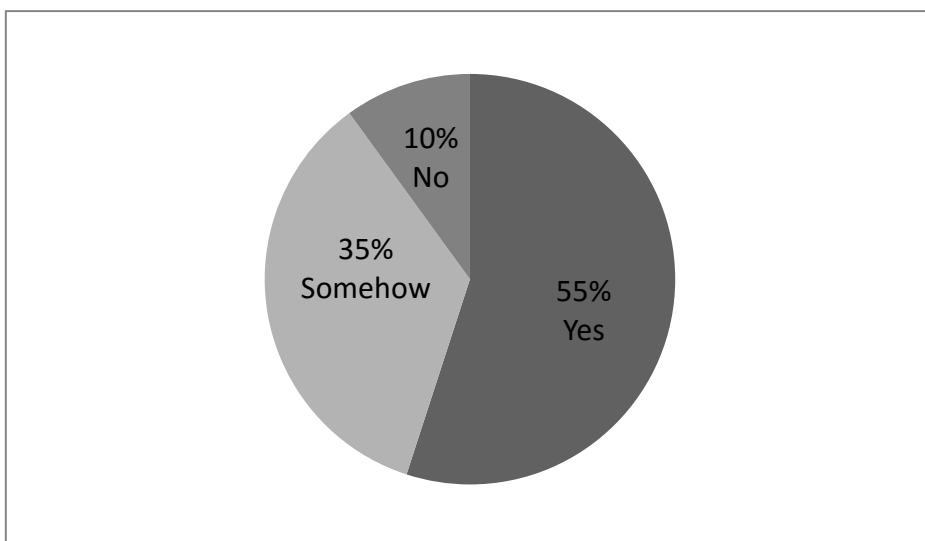
Pie-Chart 3.17 : Facebook approve students' conversation proficiency

As it can be seen in the table and the pie-chart above, 55% of students said that Facebook approved their proficiency to handle a conversation with native speakers, the 35% of respondents whom somewhat have the ability to do so, while the rest 10% of respondent said that Facebook does not approve their proficiency in handling a conversation with native speakers.

18.   Students' opinion about learning culture through Facebook

According to you, can Facebook help you to learn the culture of target language ?

Yes   ☐   No   ☐

Option	Number of students	Percentage
Yes	37	93%
No	3	7%
Total	40	100%

Table 3.18: Students' opinion about learning culture through Facebook
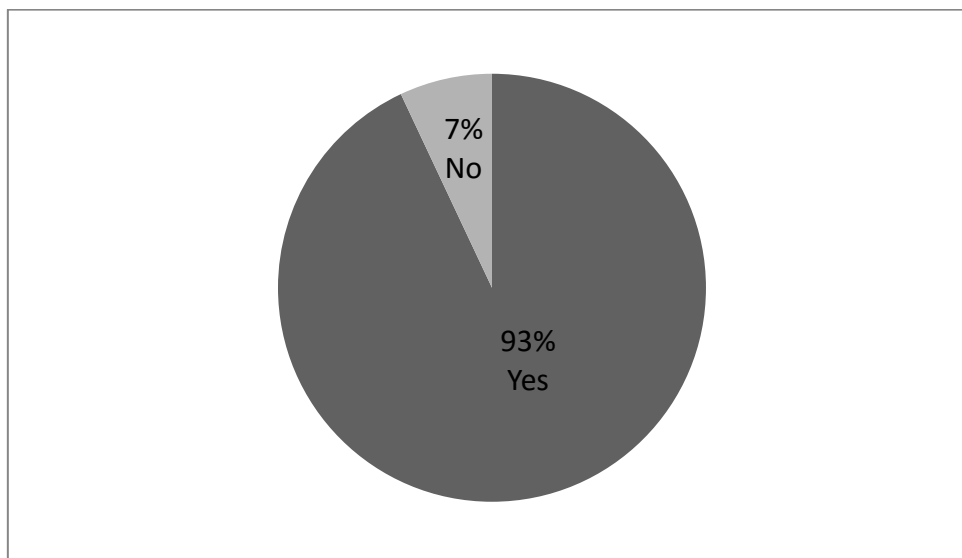
Pie-Chart 3.18: Students' opinion about learning culture through Facebook

We notice that almost all students 93% claimed that Facebook is able to help them learn about the culture of the target language, whereas, only 7% of the respondents choose to deny that Facebook can help them to learn about the culture of target language. From the result presented, we can realize that Facebook offers a great chance to EFL learners to interact with natives, to be exposed to culture, and develop intercultural communicative competence.

Students' justification :

According to students, who think that Facebook can help them to learn about the culture of the target language, they justify their answer by claiming that Facebook is useful for the learning process, they said it allows them to interact with native speakers, and exchange ideas, attitudes, beliefs, and many other things. In other words, they learn to practice the language correctly and in a real context. They also stated that Facebook is a culture in itself, because it gathered people of different backgrounds together; the learner is able to show his cultural identity on his profile. Moreover, they added that they can learn

about the cultural aspects of the target language through posts, subjects of discussion, or by joining to different groups and pages. In brief, students feel comfortable learning in such an informal area without being restricted by rules. In contrast, students who do not think that Facebook is another source of learning culture, argued that they can not learn outside an academic framework, or they do not use social networks.

3.6. Interpretation of the results :

The main aim of this questionnaire is to examine students' intercultural awareness. First of all, the selected sample in this study reveals in (Q1) that 73% of students did not study culture before coming to university. Whereas, the rest of students 27% were exposed to culture indirectly, the difference is maybe due to the age, since the educational system in Algeria changes every several years. Therefore, in some books we find the cultural aspects of the target language, while in others we do not. We also asked students in (Q2) about their level in using English culture, 65% of students considered their level "Average", 22% of respondents considered their level "Good", 10% considered their level "Poor", and 3% considered their level "Very good". We refer this probably to the lack of using English outside the classroom, also to the lack of interaction, more precisely to the lack of exposure to cultural aspects, most of times students learn to use English inside the classroom. Therefore, they have never experienced real situations.

In this study, we asked students in (Q3) about their focus on the cultural aspects of the target language, nearly the half of them 48% declared that they "Sometimes" concentrate on the cultural aspects, this is a remarkable percentage that reveals students do not pay attention to the cultural aspects of target language which is unacceptable because they already know a language can not be learned separately from its culture. Concerning (Q4), students are asked to tell their opinion in incorporating culture in EFL classrooms, almost all of them 95% believe that it is important to incorporate culture in the classroom, because it is evident that learning a language entails the learning of its culture to have the ability to

communicate in an intercultural context. In (Q5), students are asked about the help a cultural awareness can give   in order to use language appropriately in accordance with contextual factors, 80% of respondents answered "yes", which is not surprising because students will be able to deal with real situations and communicate effectively, when they expect the speaker's reactions. The answer "No" and "Somehow" were equivalent.

In (Q6), we asked students about their level while attempting to communicate with natives, their answers were dissimilar, almost half of them 40% consider themselves "Intermediate", the level "Weak" and "Beginner" were close by 20% for the weak and 33% for beginner. The level "Advanced" and "Expert" represented the least proportion, students do not consider themselves capable to communicate with natives, maybe this is due the psychological factors such as the fear of mistake or misunderstood. (Q7) was designed to reveal students' opinion about whether raising target language cultural awareness and giving importance among EFL learners leads to effective communication. Accordingly, almost all of students agreed, otherwise, it would be the reason of communication breakdowns. In addition, this is what has been revealed in (Q8), since 63% of students argued that "Both" the intercultural awareness and the length of exposure to target language, would positively influence the development of the communicative competence. Furthermore, in (Q9) students strongly refer the development of communicative competence as a solution to avoid serious social implications by 87% of respondents.

In the second section, we tend to check students' attitudes and opinions about the cultural knowledge received through discussion forums. Therefore, In (Q10) we asked students about the use of discussion forums in education, 70% of students asserted that they use discussion forums in their learning process, this percentage shows that the majority of students try to benefit of the several advantages of discussion forums in their process of learning English as a foreign language. 30% of students did not try the use of

discussion forums in education due to their belief that discussion forums are not created for academic use. Concerning the highest percentage of students who use discussion forums in their education, we asked them in (Q11) about the motivation of learning via discussion forums, their answers were fairly convincing, 75% of the students declare that they feel motivated while studying the language by using discussion forums which are more motivational than traditional ways, and provide a genuine exposure to the English language. Moreover, in an attempt to discover this absence of motivation that is represented by 25% of students, we requested them in (Q12) to inform us whether their teachers use discussion forums to associate foreign language cultural awareness in the learning process, and their answers were expected, 45% of students asserted "Sometimes", and 30% asserted "Never", while 25% asserted "Rarely".

Culture is an essential part of the English language, therefore, in (Q13) we asked students whether the use of discussion forums in culture lessons is important, 63% of students asserted "Important", 27% asserted "Very important", the rest 10% asserted "Not important". And this question was fatherly proved in (Q14), students were asked about their favorite type of discussion forums, not surprisingly, 80% of respondents consider Facebook their favorite type, because it is the most popular social network among EFL learners. In an attempt to discover the reason behind preferring Facebook by the majority of Algerian EFL learners, we requested students in (Q15) whether they anticipate to use Facebook to communicate with native speakers. Mostly all of then asserted that they anticipate to use Facebook to interact with natives. This question has been fatherly proved in (Q16), when students were asked whether they have already used Facebook in interacting with natives, more than the half 65% declared that they had lively interact with native speakers via Facebook, in an attempt to evaluate their level in using English and practice it outside the classroom. Students shared their useful experience which effectively had developed the communicative competence and their knowledge about the cultural

aspects of the language. Furthermore, in (Q17) students were asked whether Facebook approve their proficiency to handle a conversation with native speakers, 55% of respondents affirmed that indeed Facebook approve their proficiency in intercultural interactions, 35% of them asserted "Somehow", the rest 10% asserted "No". It would be easier for students to speak if they are able to know the cultural aspects of the target language.

At last, (Q18) was designed to investigate how Facebook can help students in learning culture, Students agreed and to some extent to a strong agreement 98% that Facebook can help them to learn about culture, because it provides a genuine exposure to English language. Students' justifications vary to say: Facebook is a culture in itself, students act as culture carriers who show their identities on their profiles, also Facebook allows them to exchange ideas, attitudes, and other things, to practice the language in a real context. Finally, students said they can learn culture through posts, subject of discussion, or by joining to groups and pages. This selection goes in parallel with the researcher scoop, is to examine students' attitudes toward the use of Facebook.

3.7. The Teachers' questionnaire :

3.7.1. The Sample :

This questionnaire is administrated to Five (5) teachers from the English division, University of Biskra. The selection of such sample was based on the consideration that the teachers of Culture courses will benefit us more than other teachers, since they teach students how to develop language in association with Culture, which are our concerns.

3.7.2. Administration of the questionnaire :

Most teachers' questionnaire was handed directly on 15th March, 2017 to teachers from the English division, at Biskra University. All the teachers who participated in this questionnaire (5) are full time teachers, and they all teach Culture.

3.7.3. Description of the questionnaire :

The teachers' questionnaire consists of 18 question, which are divided into 3 main sections; the questions are either closed questions, requiring from teachers to choose "Yes" or "No" answers, or open questions, where teachers are requested to give explanation or suggest other alternatives.

Section One : Background information

This section is devoted to get background information about the chosen sample of teachers, and it is from Q1 to Q5, they are asked in (Q1) to mention the University in which they teach. Moreover, (Q2) is about the degree(s) held. Teachers are also asked in (Q3) about "Employment status" whether they are full time or part time job teachers. In (Q4) teachers are supposed to give the number of years of their working experience. (Q5) is put to know teachers' years of experience in teaching the module of culture.

Section Two : Cultural awareness

The aim of this section is to investigate teachers' knowledge about culture and their awareness of interculturality. It is from (Q6) to (Q14). First, In (Q6) they are asked whether they have been in Britain or USA. (Q7) aimed to know whether teachers consider themselves familiar with cultural background of English language. (Q8) aimed to know if their knowledge of cultural aspects helped them to communicate appropriately with native speakers, and to be culturally aware or not. In (Q9) teachers are asked to assert if it is important to teach Culture to EFL learners.

(Q10) is designed to know teachers' opinion about whether the poor knowledge of socio-cultural norms of the target language, is the reason of learners' communication breakdowns or not. (Q11) is probed to know teachers' opinion about the syllabus of culture module. In (Q12) teachers are also asked whether the handouts they use, offer enough materials to discuss cultural issues. In (Q13) we are seeking to know what are the most frequent obstacles that teachers face during their culture teaching sessions. (Q14) is designed for teachers to tell their opinions about how to increase the learners' intercultural awareness.

Section Three : Discussion forums

This section is devoted to know whether teachers use discussion forums in their teaching process. It is from (Q15) to (Q18). In (Q15) teachers are asked whether they used discussion forums in their teaching process. In (Q16) teachers are supposed to tell their opinion whether discussion forums help learning efficiently. In (Q17) teachers are also asked to describe the importance of learning/ teaching through discussion forums. The final (Q18) is designed to know whether the discussion forums represent a good

opportunity for students to lively practice the language, and to give justification to their answer.

3.7.4. Teachers' questionnaire :

Section One : Background information

1. Personal information

Name of your university : ……………………………

Place of teaching	Number of teachers	Percentage
At Mohammed Khaider university	05	100%
Other University	0	00%
Total	05	100%

Table 3.1 : Personal information
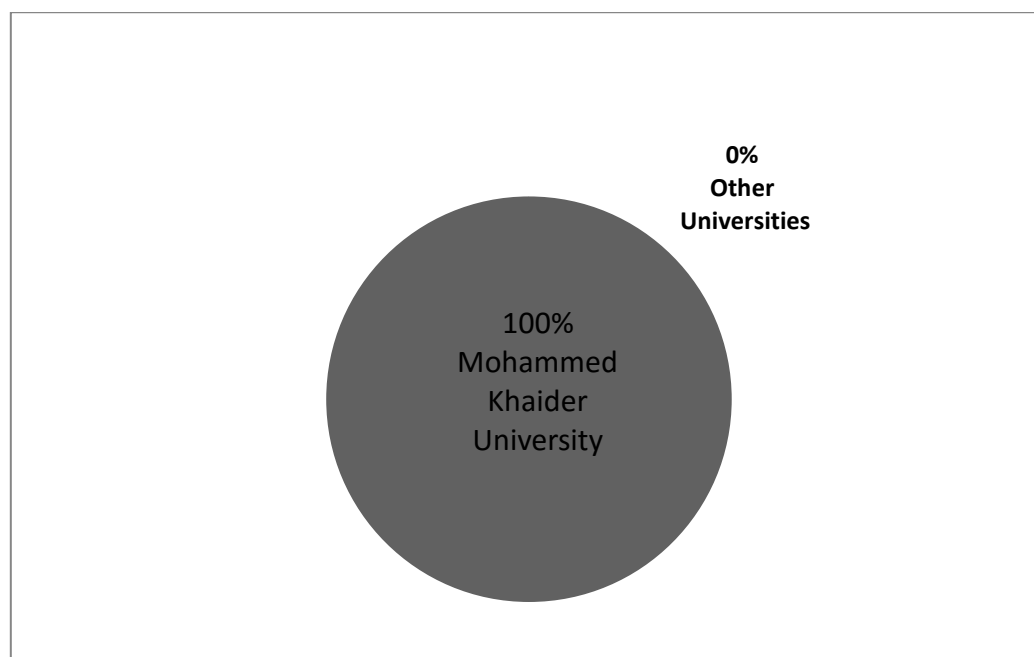
Pie-Chart 3.1: Personal information

The common shared answer between all the teachers is that they all (100%) teach at Mohammed Khaider University of Biskra.

2. Teachers' qualification :

Degree(s) held :

BA (Liscence)   ☐   MA (Master/Magister)   ☐   PHD (Doctorate)   ☐

Degree(s) help	Number of teachers	Percentage
BA (Liscence)	0	0%
MA (Master / Magister)	1	20%
PHD (Doctorate)	4	80%
Total	05	100%

Table 3.2 : Teachers' qualification
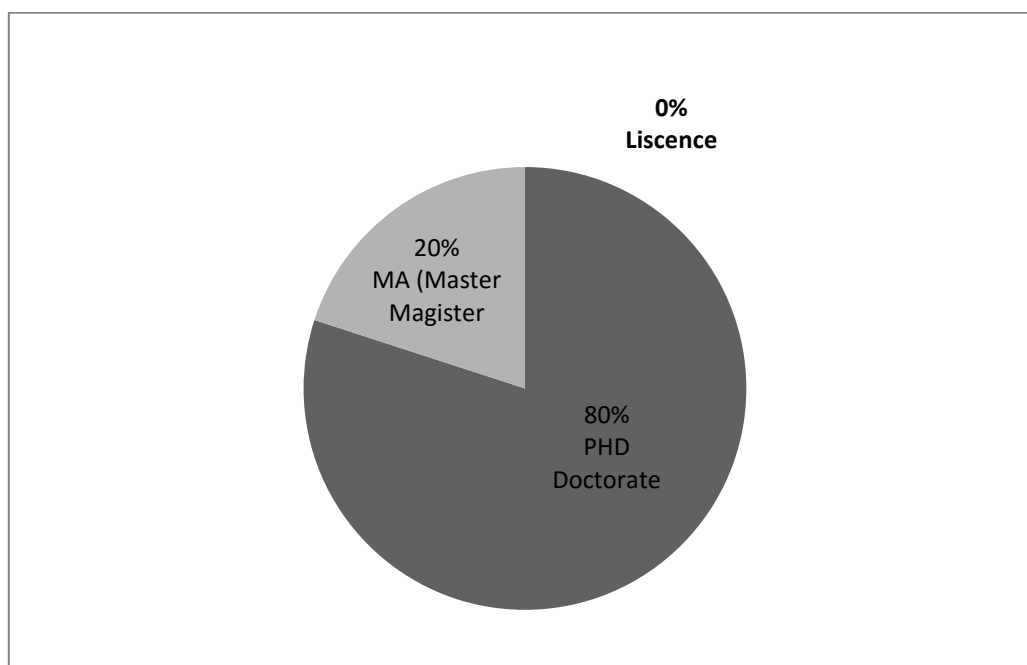
Pie-Chart 3.2 : Teachers' qualification

As far as the teachers' responses are concerned that 80% of the respondents have a PHD (Doctorate), while 20% have the degree of MA (Master/Magister). Since, most of teachers have a MA and PHD which is the required degree for teaching English at Algerian universities. It seems to be sufficient in order to be linguistically and culturally competent in a foreign language, to be able to teach English culture and to help the EFL students to have a good level in English. Teachers who have a BA (Liscence) marked as 0% which is the least proportion.

3. Employment status :

Full time ☐   Part time ☐

Employment statu	Number of teachers	Percentage
Full time job	05	100%
Part time job	0	0%
Total	05	100%

Table 3.3 : Employment status
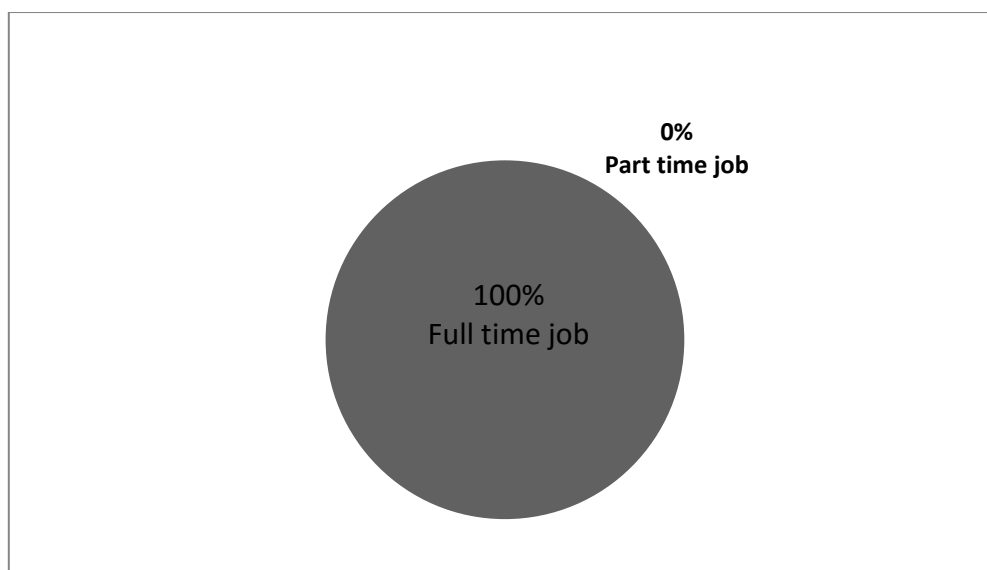
Pie-Chart 3.3 : Employment status

As illustrated in the table and pie-chart (3) above, 100% of teachers who answered the questionnaire are full time teachers. This is only a sample because there are other teachers who teach only for part time.

4. Working experience :

Work experience (Number of years) : ……………………………..

Work experience	Number of teachers	Percentage
Less than 10 years	3	60%
More than 10 years	2	40%
Total	05	100%

Table 3.4 : Working experience
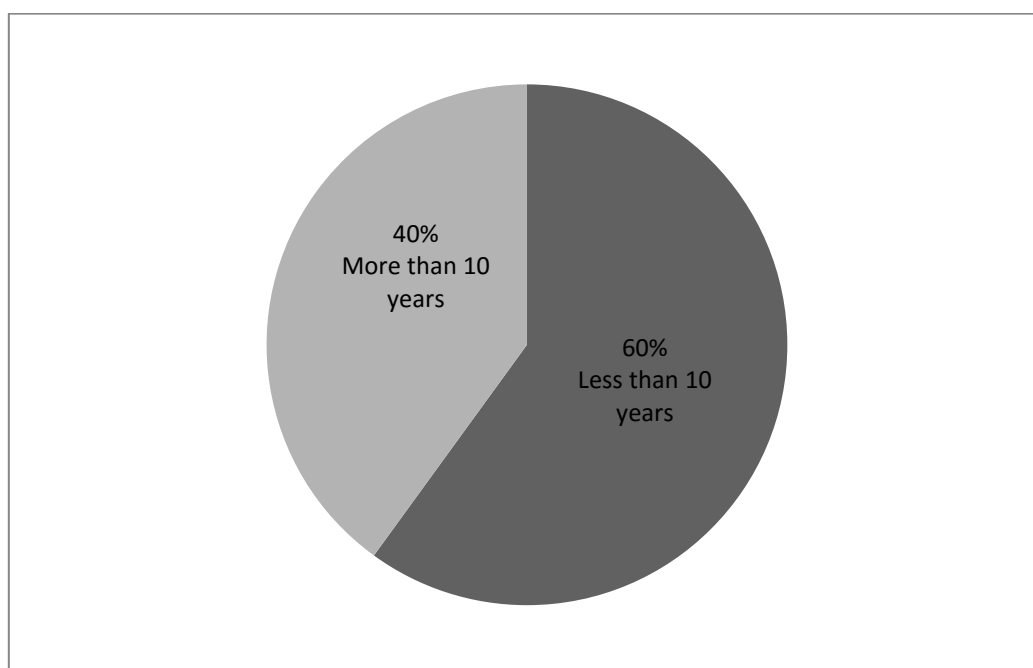
Pie-Chart 3.4 : Working experience

In table directly above, 40% of teachers have a long experience in teaching English (more than 10 years), another 60% (less than 10 years). We notice that it is difficult for

new graduates to teach at the university, and if they were allowed, they probably would not teach culture. However, this can have a positive effect because the majority of teachers are well acquainted with the program and text books. Moreover, they have a sufficient experience in teaching at university.

5. Years of experience in teaching culture module :

How many years have you been teaching the module of culture of the language at the division of English ?

Option	Number of teachers	Percentage
No experience	1	20%
Less than 5 years	2	40%
More than 5 years	2	40%
Total	05	100%

Table 3.5 : Years of experience in teaching culture module
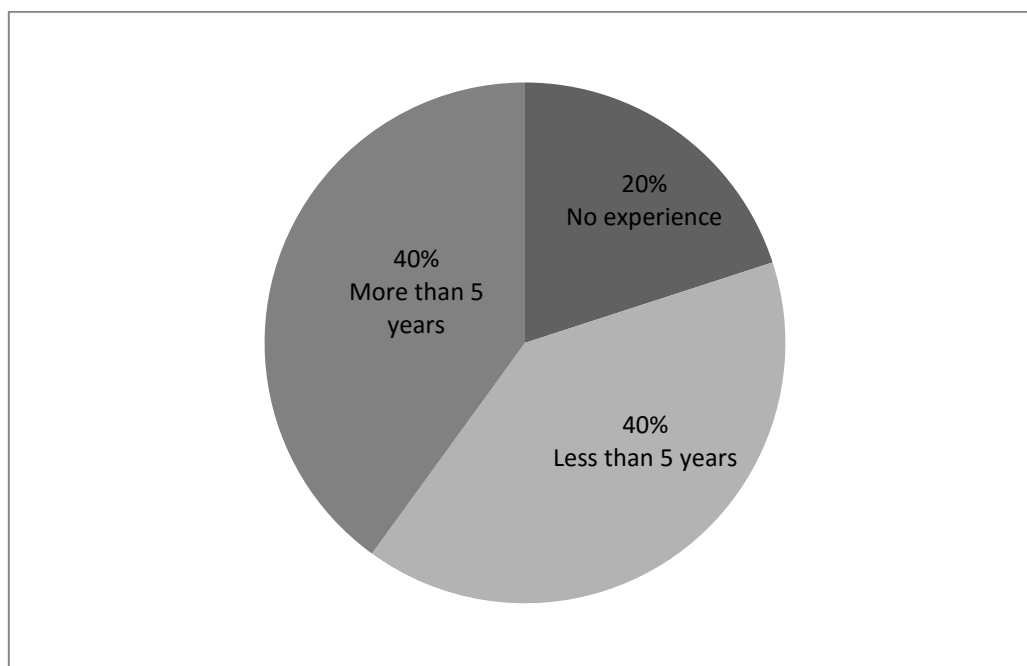
Pie-Chart 3.5 : Years of experience in teaching culture module

As the table and pie-chart (5) might suggest, that 2 teachers have a long experience in teaching culture, since they have spent more than 5-15 years. However, 2 teachers have a short experience in teaching culture courses (less than 5 years). Moreover, 1 teacher has no experience in teaching culture at all.

Section Two : Cultural awareness

6. English-speaking countries visited by teachers :

Have you ever been in Britain or USA ?

Yes ☐   No ☐

Option	Number of teachers	Percentage
Yes	3	60%
No	2	40%
Total	05	100%

Table 3.6 : English-speaking countries visited by teachers
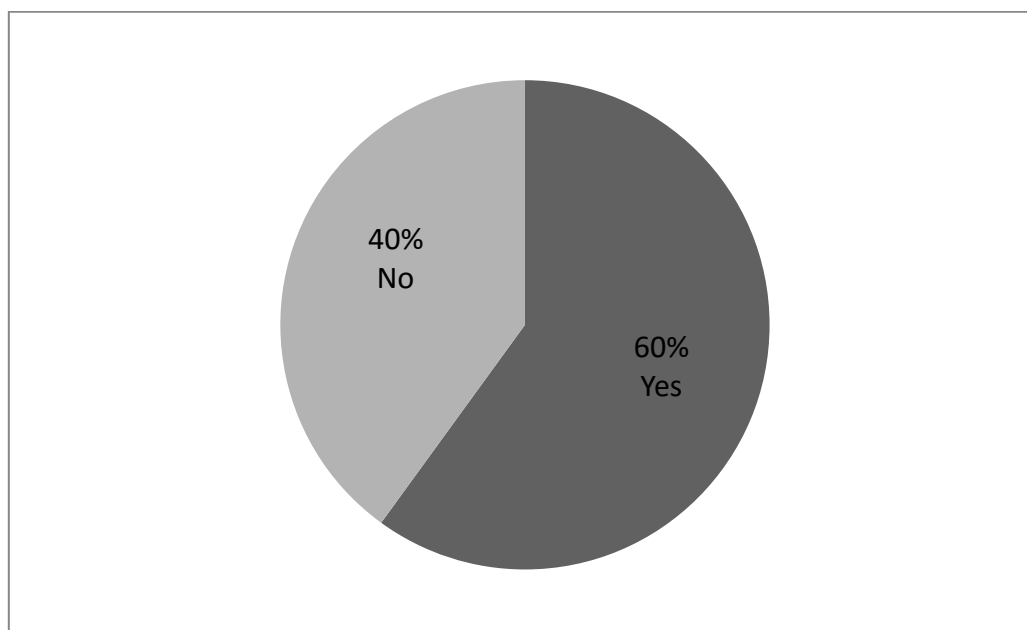
Pie-Chart 3.6 : English-speaking countries visited by teachers

As it is shown in table and pie-chart (6) above, that 60% of teachers have visited Britain and USA, while 40% of respondents have never been there.

7. Teachers' familiarity with the cultural background of English language

How do you consider yourself familiar with the cultural background of the English language?

Option	Number of teachers	Percentage
Yes	3	60%
No	0	0%
No comments	2	40%
Total	05	100%

Table 3.7 : Teachers' familiarity with the cultural background of English language
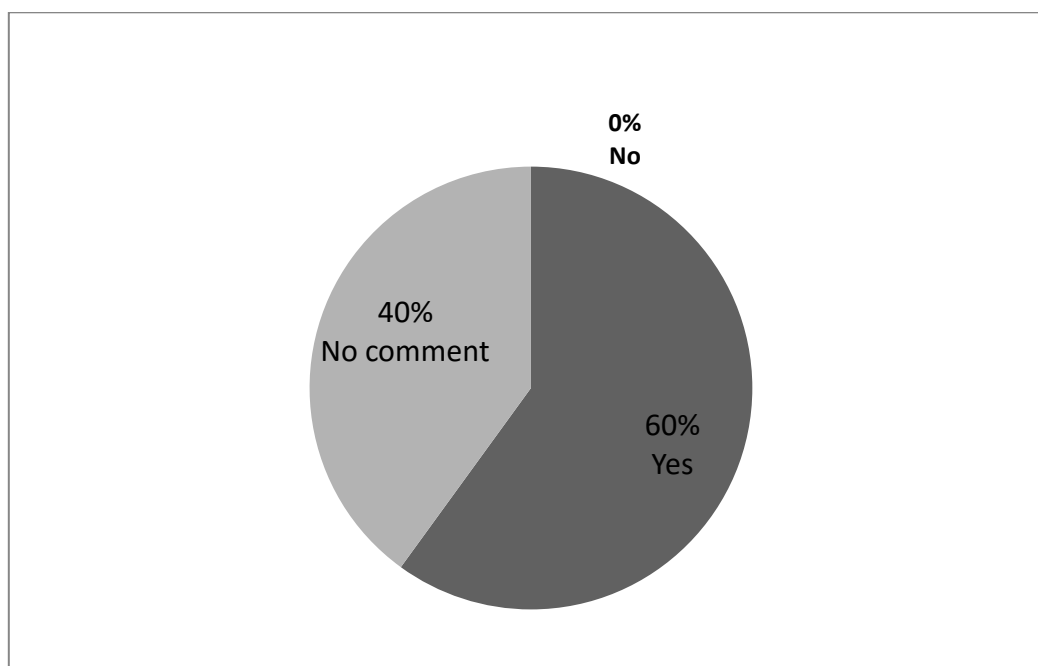
Pie-Chart 3.7 : Teachers' familiarity with cultural background of English language

According to teachers' responses, 60% of them consider themselves familiar with the cultural aspects of target language, while 40% of teachers did not comment.

83

8. Prior knowledge of English culture help to communicate effectively

Do you think that your knowledge of English culture helps you to communicate with natives?

Yes   ☐   No   ☐

Option	Number of teachers	Percentage
Yes	5	100%
No	0	0%
Total	05	100%

Table 3.8 : Prior knowledge of English culture help to communicate effectively
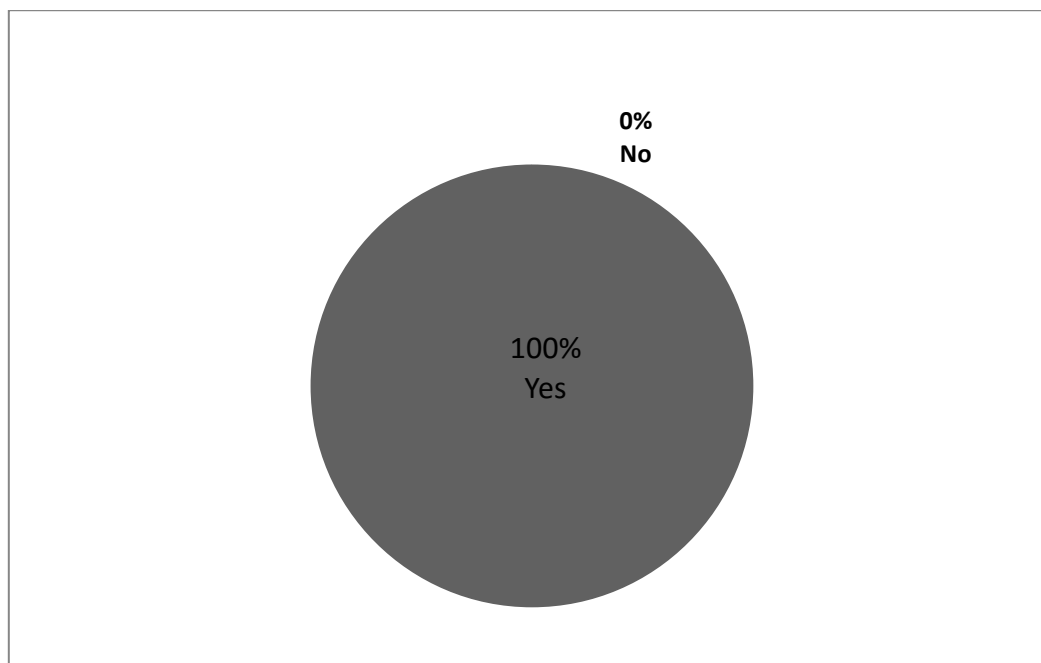
Pie-Chart 3.8 : Prior knowledge of English culture help to communicate effectively

As the table and pie-chat above show, the option most chosen was "Yes" with a total percentage of 100%. However, 0% of teachers answered "No", that is to say that majority of teachers are culturally competent which would help them to communicate with natives.

9. Teaching EFL entails teaching its culture

Do you think that teaching EFL entails the teaching of its culture ?

Yes ☐   No ☐

Option	Number of teachers	Percentage
Yes	5	100%
No	0	0%
Total	05	100%

Table 3.9 : Teaching EFL entails teaching its culture
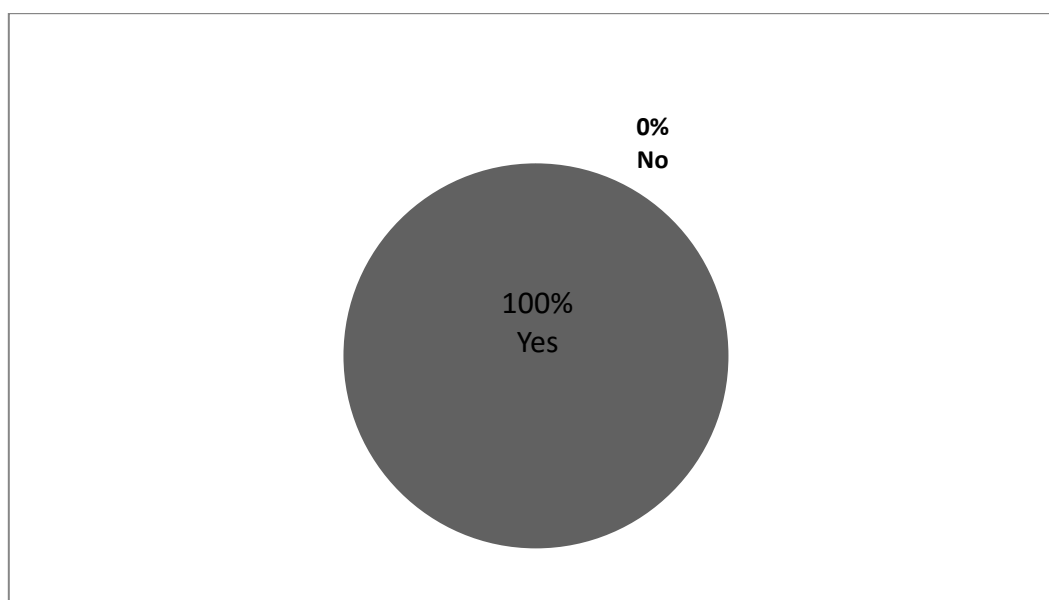
Pie-Chart 3.9 : Teaching EFL entails teaching its culture

One can notice from the results shown above, that all of teachers said "Yes" with 100%, and 0% of respondents represented the answer "No". However, we can deduce that the majority of teachers are aware of the relationship between culture and language, which will influence the process of teaching English positively, also it will affect

students performances and achievements, since teachers know they have to focus on the two aspects which are, language and culture.

10. Poor knowledge of socio-cultural norms cause learners' communication breakdowns

Do you think that poor knowledge of socio-cultural norms of the target language is the reason of learners' communication breakdowns ?

Yes ☐   No ☐

Option	Number of teachers	Percentage
Yes	5	100%
No	0	0%
Total	05	100%

Table 3.10 : Poor knowledge of socio-cultural norms cause communication breakdowns
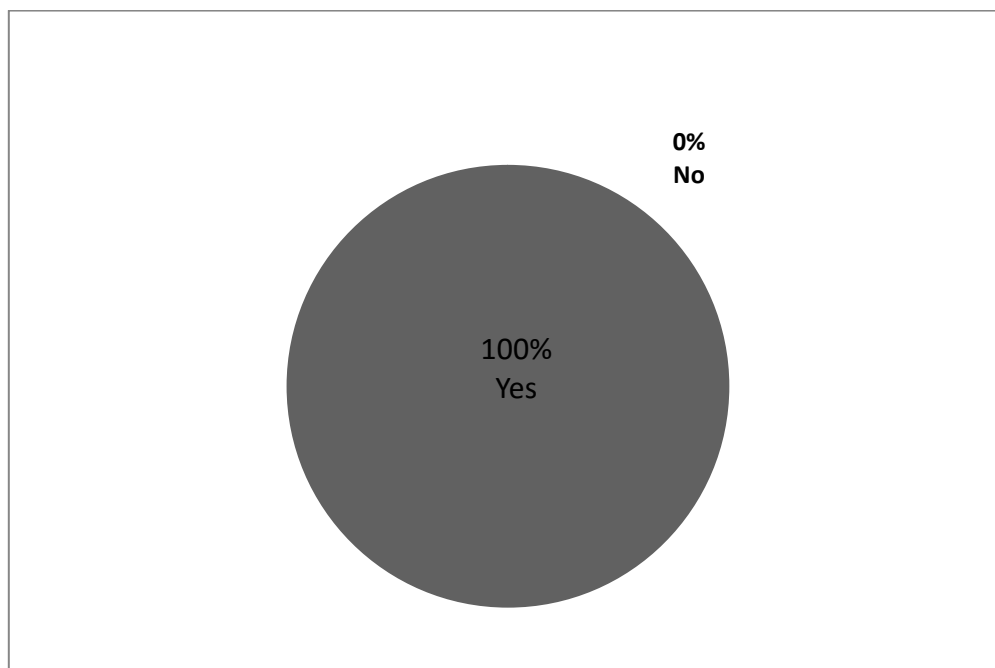
Pie-Chart 3.10 : Poor knowledge of socio-cultural norms cause communication breakdowns

According to table and pie-chart above, the most chosen answer is "Yes" with a 100% of respondents. 0% of respondents answered "No". We can conclude that the majority of teachers believe of the main reason behind communication breakdowns is the poor knowledge of socio-cultural norms.

11. Teachers' opinion about the syllabus of culture module

Does the syllabus of culture module cover the cultural aspects of the target language ?

Option	Number of teachers	Percentage
Comments	3	60%
No comments	2	40%
Total	05	100%

Table 3.11 : Teachers' opinion about the syllabus of culture module
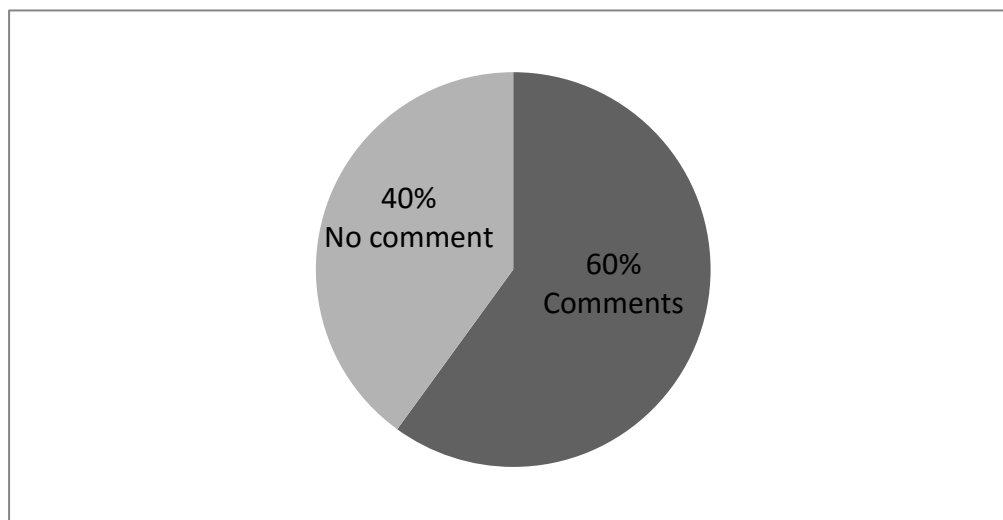
Pie-Chart 3.11 : Teachers' opinion about the syllabus of culture module

The table and the pie-chart above, indicates that 3 teachers gave their comments respondents 60%. Only 2 respondents 40% did not answer the question.

12. Teachers' opinion about the use of handouts

In your opinion, do the handouts you use offer enough materials for discussing cultural aspects of the target language ?

Yes ☐   No ☐   Somehow ☐

Option	Number of teachers	Percentage
Yes	1	20%
No	2	40%
Somehow	2	40%
Total	05	100%

Table 3.12 : Teachers' opinion about the use of handouts
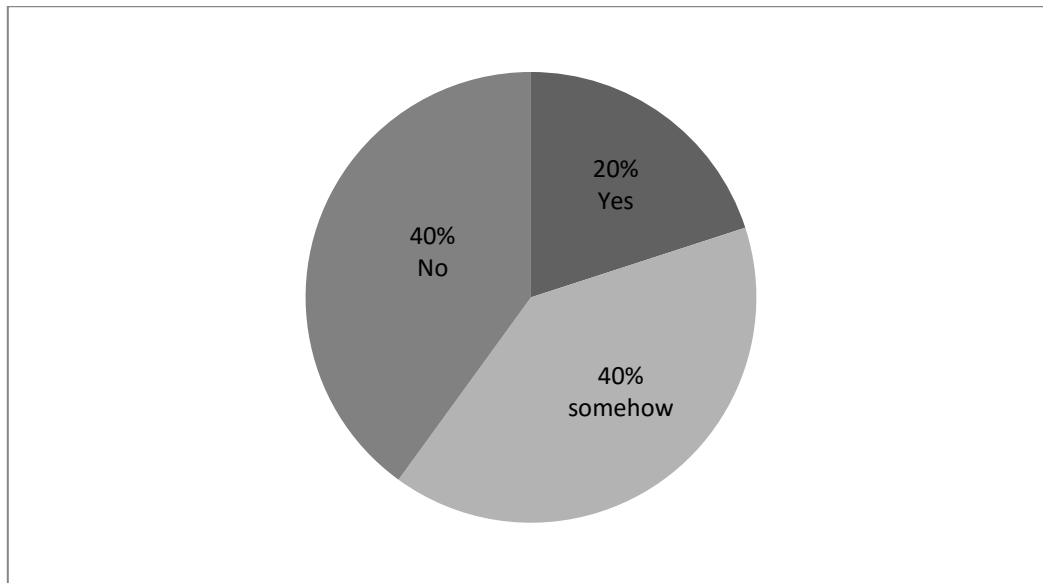
Pie-Chart 3.12 : Teachers' opinion about the use of handouts

We deduce from the above table, that 40% of teachers believe that the handouts offer " to some extent" enough materials to discuss cultural issues, which means that using only handouts is not helpful, similarly to the teachers who choose "No" 40% of

respondents proofs it. The rest 20% of respondents think that handouts are sufficient for discussing cultural issues.

13. Teachers' frequent obstacles in teaching culture

What are the most frequent obstacles you face during your culture teaching sessions ?

Option	Number of teachers	Percentage
Comments	3	60%
No comments	2	40%
Total	05	100%

Table 3.13 : Teachers' frequent obstacles in teaching culture
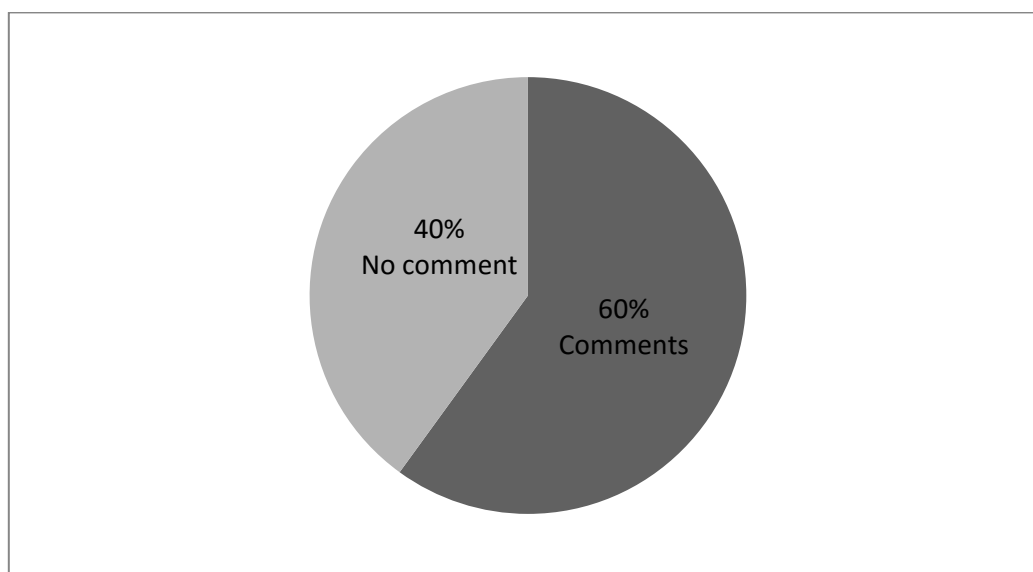
Pie-Chart 3.13 : Teachers' frequent obstacles in teaching culture

In accordance with table (13), 60% of teachers answered the question, while 40% of respondents did not comment on that question.

14. Teachers' suggestions to increase learners' intercultural awareness

According to you, how can we increase the learners' intercultural awareness ?

Option	Number of teachers	Percentage
Comments	3	60%
No comments	2	40%
Total	05	100%

Table 3.14 : Teachers' suggestions to increase learners' intercultural awareness
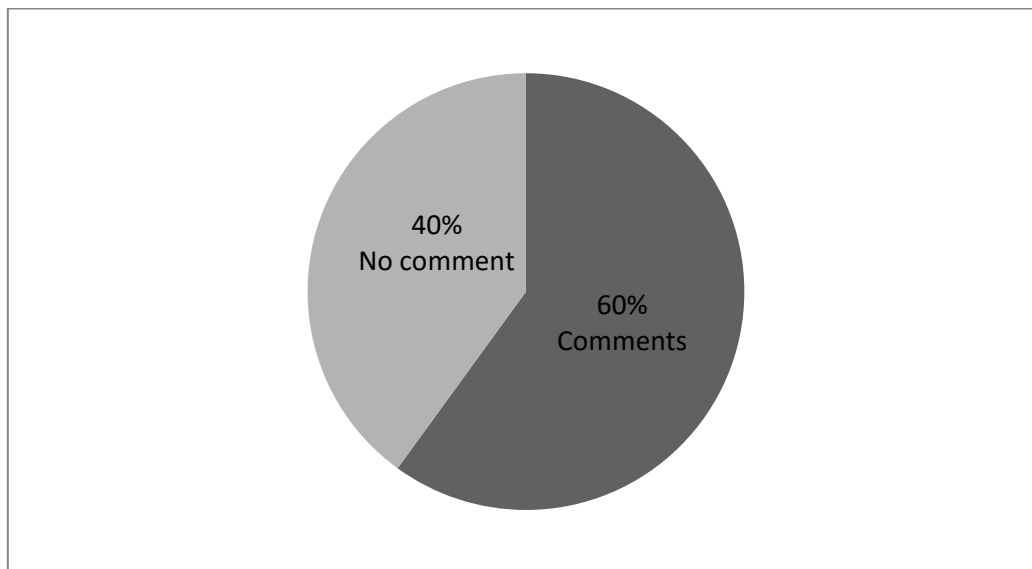
Pie-Chart 3.14: Teachers' suggestions to increase learners' intercultural awareness

The table and the pie-chart above, indicates that 60% of respondents gave their comments, while the rest 40% of respondents did not answer the question. Teachers who comment suggested to : diversify sources and resources such as (podcasts, organize situational events, also, to expose students to different materials into different forms (authentic materials), and, to develop students' critical thinking in order to see all sides in an issue.

Section Three : Discussion forums

15. Using discussion forums in teaching process

Do you use discussion forums in your teaching process ?

Yes   ☐   No   ☐

Option	Number of teachers	Percentage
Yes	4	80%
No	1	20%
Total	05	100%

Table 3.15 : Using discussion forums in teaching process
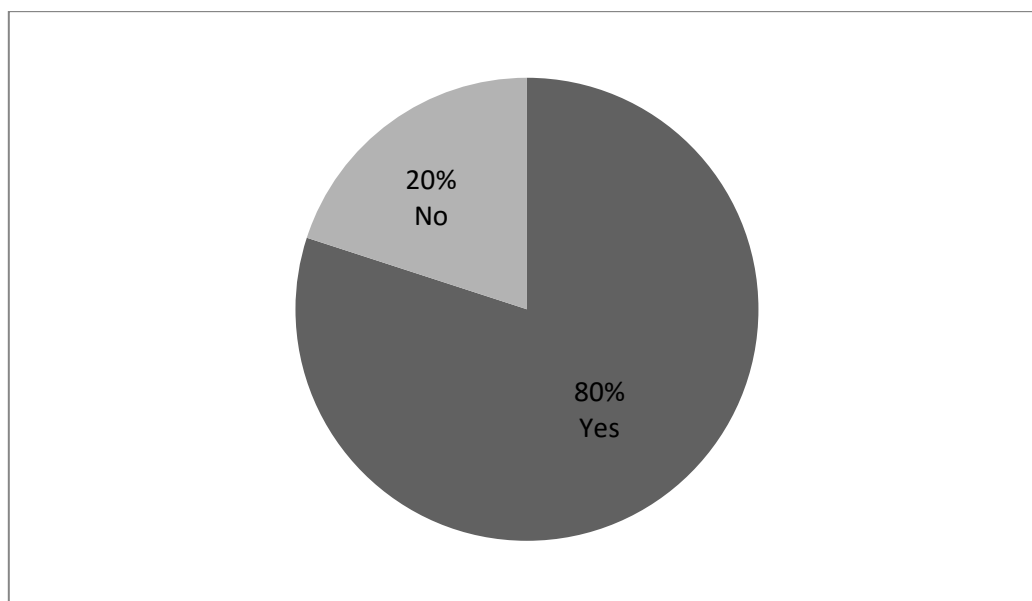
Pie-Chart 3.15 : Using discussion forums in teaching process

The above table shows, 80% of teachers asserted that they use discussion forums in their teaching process. However, only 20% of respondents do not use discussion forums in their teaching process, that is to say the majority of teachers are aware of the opportunity those discussion forums can provide to learners to have a real updated

connect with English language, also they facilitate the explanation for teachers and the difficult elements of culture by making students lively experience cultural aspects of the language.

16. The use of discussion forums help learning efficiently

Do you think that discussion forums would help learning efficiently ?

Yes ☐   No ☐

Option	Number of teachers	Percentage
Yes	4	80%
No	1	20%
Total	05	100%

Table 3.16 : the use of discussion forums help learning efficiently
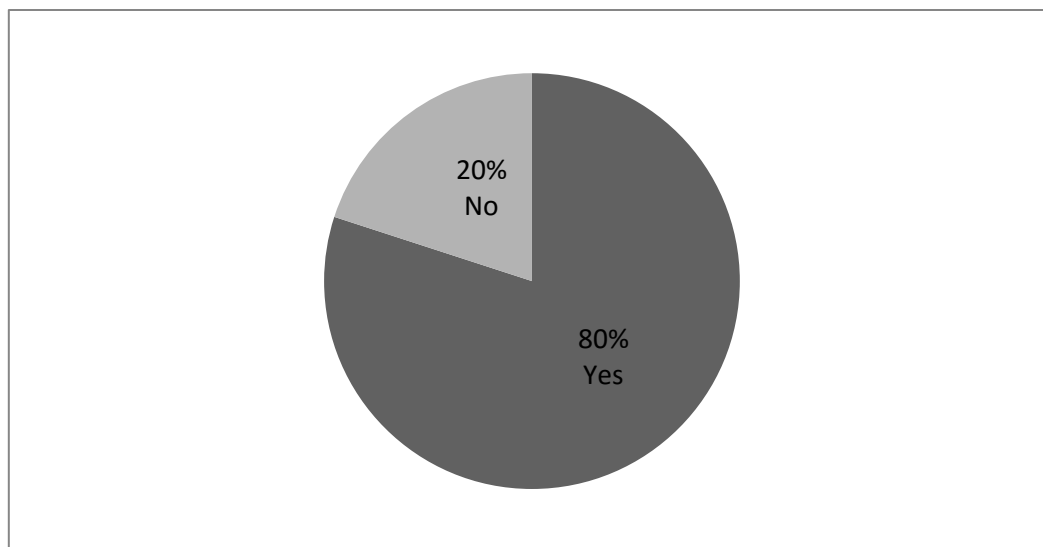
Pie-Chart 3.16 : The use of discussion forums help learning efficiently

We deduce from the results shown above, that 80% of respondents think of discussion forums as a helpful tool for learning efficiently. However, only 20% of respondents answered "No".

92

17. Teachers' description of the importance of discussion forums

Can you describe the importance of learning/teaching through discussion forums ?

Option	Number of teachers	Percentage
Comments	2	40%
No comments	3	60%
Total	05	100%

Table 3.17 : Teachers' description of the importance of discussion forums
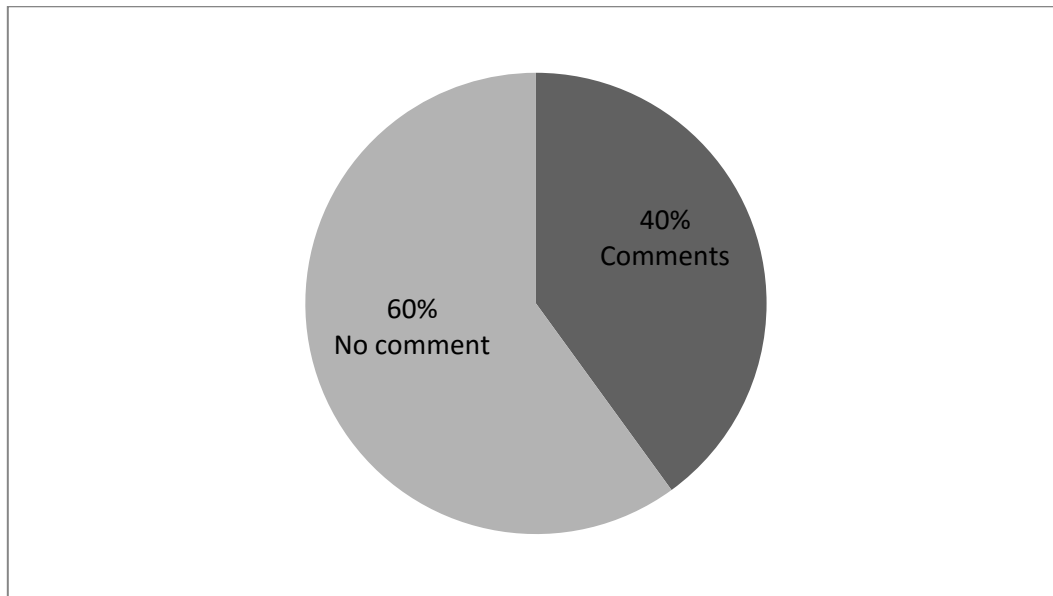
Pie-Chart 3.17 : Teachers' description of the importance of discussion forums

According to the results displayed in table (17), more than the half of teachers 60% did not answer the question, which indicates that they have any comments. However, the other half of teachers 40% have described the importance of learning/teaching through discussion forums, for instance; according to a teacher, the discussion forums are more likely as a room to similar live settings, when the students feel themselves outside the formal settings, they will learn better.

18. Teachers' opinion about discussion forums

According to you, do the discussion forums represent a good opportunity for students to lively practice the language ?

Yes ☐   No ☐

Option	Number of teachers	Percentage
Yes	5	100%
No	0	0%
Total	05	100%

Table 3.18 : Teachers' opinion about discussion forums
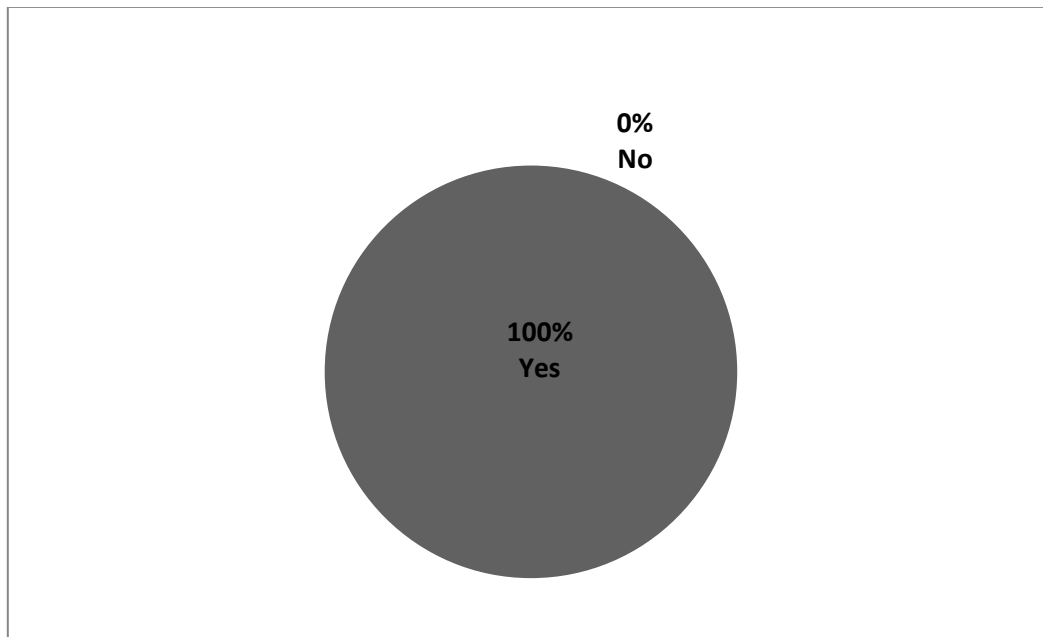
Pie-Chart 3.18 : Teachers' opinion about discussion forums

The common shared answer between all teachers is "Yes", they do believe that discussion forums is a good opportunity for students to lively practice the language.

3.7.5. Interpretation of the results :

In personal information, the teachers' responses reveal that the entire chosen sample 100% teach at Mohammed Khaider University of Biskra. This maybe because they live in Biskra and in other regions near to Biskra city. Concerning (Q2), most teachers who responded to the questionnaire have PHD (Doctorate), therefore, we realize that the module of culture has a great importance. The results of (Q3) are similar to the 1st question, because 100% work as full time teachers. In teaching culture, in (Q4) teachers who have experience less than 10 years are 60%. Additionally, teachers who have experience more than 10 years are 40%. However, what is interesting is that, there is a teacher with 12 years experience in teaching culture, and that is what exactly needed for teaching culture.

In section two, "Cultural awareness", in (Q6), more than the half of teachers asserted that they have visited Britain or USA. However, the rest 40% did not have the chance to travel to English speaking countries. Teachers who had a direct exposure to the language would be more capable to teach culture, which will be more explained in (Q7), that is related to those who already travelled to English countries; whether they are familiar with the cultural background of the target language or not, 60% of respondents consider themselves fairly familiar. Whereas 40% of respondents said that many sources are available such as : books, magazines, documentaries..etc. Teachers who visited English countries will be more confident and interested in dealing with cultural issues, students also would benefit from teachers' experiences through detailed explanations, examples, and comparison between home and target language cultures.

In (Q8), teachers are asked about whether the knowledge of English culture would help them to communicate with natives, 60% of respondents believed that is very helpful, which is not surprising, as to grasp the English language necessitates direct

experience with its culture. In (Q9), teachers are asked about the importance of teaching culture along with language, all of teachers 100% argued that teaching EFL entails the teaching of its culture, because culture is the recipient of language, so all the cultural traits and attributes are embedded into the language, the knowledge of EFL' culture enhance the mastery of language. In (Q10), all of the teachers agreed that the reason behind learners' communication breakdowns is the poor knowledge of socio-cultural norms, they clarified their answer by saying that communicative connections and protocols need to know the socio-cultural norms. Evidently, when students ignore how the speaker thinks the comprehension is impossible.

In (Q11), teachers are asked about their opinion about the syllabus of culture, the majority of teachers who answered the question, 60% said that the syllabus of culture module do not fully cover the cultural aspects of target language, it is more about the historical information of English countries. Teachers declared that the syllabus of culture module should be developed to cover social experiences, traditions, and ways of interaction with native speakers. (Q12) is related to (Q11), for more clarification of teachers' opinion about the syllabus of culture module, more accurately, we asked teachers about the handouts they use in lessons, 40% of teachers believe that handouts offer "to some extent" enough materials to discuss cultural issues, and 40% consider that the handouts totally do not offer enough materials, while the rest 20% declared that handouts are sufficient for discussing cultural issues.

Concerning (Q13), we asked teachers about the most frequent obstacles they face during culture teaching sessions, the 60% of respondents who comment on this question said that they do not prefer to teach culture along with civilization as one unit, also other teachers said that students dissociate culture from language as if it is a separate discipline that should be dealt with in English. Moreover, students can not learn target

culture without comparing it to their own culture, which is completely unacceptable. In (Q14), we asked teachers about how we can increase learners' intercultural awareness, 60% of them comment to say, that we can expose students to different materials into different forms (authentic materials); also, to develop students' critical thinking to be able to see all sides in an issue, and from judgments after analysis, furthermore, teachers suggested to diversify sources and resources as (podcasts, organize situational events)

In section three, "Discussion forums" were probed about the use of discussion forums in their teaching process, nearly all of them 80% asserted that they use discussion forums in their teaching process. In (Q16), teachers are asked about their opinion about discussion forums, 80% of respondents believe that the use of discussion forums in the teaching process help learning efficiently, because they create interactions with the target culture and a genuine exposure to the language which would increase the exchange of ideas. In (Q17) is about teachers' description of the importance of learning/teaching through discussion forums, only 40% of respondents answers to this question, and to clarify their answers, teachers declared that discussion forums offer a live settings to EFL learners who feel more comfortable to learn outside a formal setting. Concerning the last question (Q18), was about whether teachers think that discussion forums represent a great opportunity for students to lively practice the language, most of teachers agreed 100% by claiming that any form of practice is beneficial for learners' communicative competence, and more importantly for students to be culturally aware, tolerate, and accept the other as an entity.

Conclusion :

In this chapter, we do have confidence that we have applied the appropriate methodology. We started the chapter by describing the aim of the research, and the population which the study is based on. Then, we presented a description of the data

collection methods and tools, which we have used. The second part of the chapter, we have discussed the results obtained from the collected data. Furthermore, we have analyzed and interpreted students' answers to confirm the hypothesis stated earlier in the research.

Then, we tackled to the last point which is discussion and interpretation of the results we have gathered from the questionnaire for both teachers and students. In fact, the results showed that students are unaware of target culture elements, which will negatively reflect students' level of using English especially when they intend to communicate with native speakers. Moreover, students show no progress concerning the development of communicative competence , due to the lack of exposure to the target language.

However, the interpretation of students' answers allowed us to highlight certain points that are of a great relevance to our subject. The majority of students have a positive attitude about the use of discussion forums in their learning process, additionally, they find discussion forums more motivational than traditional teaching techniques. Therefore, students should be exposed to discussion forums which provide a genuine exposure to the English language, and this what all teachers agreed upon, since they approved the use of discussion forums in teaching process, because any form of practicing the language would be beneficial for learning efficiently, and for the improvement of communicative competence.

The research confirmed the hypothesis. Facebook as the most popular type among discussion forums promote Algerian EFL learners' intercultural awareness; and develop their communicative competence , as proved by the questionnaire.

Recommendations :

Based on the results obtained from the research tools, we recommend the following pedagogical implications for EFL learners and teachers :

➢ Target culture should be highly incorporated in EFL classrooms in order to accept diversity and encourage tolerance.

➢ Culture module should be given the great importance, by feeding EFL teachers a correct methodology of teaching culture in the curricula.

➢ Learners need to be taught about the daily life details of the target community, such as : routinized expressions and behaviors, different relationships, beliefs and values in order to make the learner interculturally competent and raise EFL learners' intercultural knowledge.

➢ EFL teachers should have good knowledge about the socio-cultural aspects of the TL for the sake of effective communication for EFL learners.

➢ EFL teachers should bear in mind that students feel more motivated and comfortable in learning language outside an academic frame work. This could be achieved through the availability of discussion forums.

➢ Teachers should take into consideration that Facebook provides a great chance for improving students' communicative competence; and promotes their awareness of target culture elements.

➢ Teachers should engage their students in real-life discussions about cultural aspects to recognize the variance between ones' own and target culture.

➢ Facebook creates a new learning environment, through which students are able to access the information anytime and anywhere, as well as; the positive interaction between learners would promote collaboration by making them exchange benefits and share feedback.

General conclusion :

The attempt along with this research study was to shed light on the importance of intercultural awareness, and its influence on developing Algerian EFL learners' intercultural communicative competence. Additionally, the study explores Master One students' opinions on using discussion forums as a tool of practicing the TL and enrich their knowledge about the cultural aspects, and especially, provoking students' autonomy to learn the language. At the beginning of the research, we hypothesized that Facebook as a tool of communication can promote Algerian EFL learners' intercultural awareness, and develop their ICC. A fact widely confirmed thanks to the obtained results from students' and teachers' questionnaires.

In the first chapter, we dealt with the concept of intercultural awareness and its degrees, we provided some definitions and examples for clearer understanding. Moreover, we defined ICC and we introduces its elements, model, and principals. Furthermore, this chapter represented the learner as intercultural speaker in an attempt to avoid imitating native speakers, also, we demonstrated some techniques for teachers to provoke the autonomous learning and teaching through ICC. At the end, we gave multiple strategies about how to assess ICC, as scholars suggested.

The second chapter, was about the social media, it started with definitions of the concept of social media, in addition, we defined different social networking sites. After that, we tackled to the relation between Facebook and intercultural communication , through which we discussed how Facebook accelerated the globalization process, and made the world smaller despite time and distance limits. Also, we introduced new ways for intercultural communication. Moreover, the chapter included Facebook for online learning and gave techniques on how to teach and learn through Facebook, which it

would be very beneficial for EFL classrooms. We concluded the chapter by introducing the group creation process as a very useful opportunity for effective social learning.

The third part, which is constituted with the field work, we started by exploring students' attitudes about the use of discussion forums in their educational process, by asking them closed and open-ended questions. The questionnaire distributed to students in which they were asked to give their opinions about the use of discussion forums in the learning process, also whether discussion forums improve their communicative competence when they intend to communicate with natives, and whether discussion forums promote their knowledge about the cultural aspects of TL. To make sure about the validity and reliability of the research.

After we have analyzed the results of questionnaire for both teachers and students, we have made detailed discussion of the findings achieved through the two questionnaires. The findings show that students feel motivated to study in an informal environment. Thus, teachers should follow new teaching techniques through Facebook to provoke students' autonomy, and improve their communicative competence. Actually, teachers have a strong agreement on exposing EFL students to a natural environment interactions, and even teaching them through discussion forums in an attempt to promote students' intercultural awareness, which leads to a deeper comprehension of the aspects of TL.

At the end, based on the theoretical part, and the results obtained from the two questionnaires, and taking into consideration teachers and students positive opinions about the use of discussion in teaching/learning process, we assume that we have successfully confirmed the hypothesis.

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Appendixes

Appendix 1 : Students' questionnaire

Appendix 2 : Teachers' questionnaire

Appendix 1

Dear students :

      This questionnaire aims to collect data about the role of Facebook in promoting Algerian EFL learners' intercultural awareness. I would highly appreciate if you could take the time, and energy to share you experience by answering the questions below. Your answers are very important and will be of much help for the fulfillment of this work. Please, cross (**X**) the option that represents the answer which you see the best and give full answer if necessary.

Note: we rely on your collaboration .

<u>Section one : Intercultural Awareness</u>

1) Have you studied culture before coming to university ?

    Yes ☐

    No ☐

2) How do you consider your level in using English culture ?

    - Very good ☐

    - Good ☐

    - Average ☐

    - Poor ☐

3) How often do you concentrate on the cultural aspects of the target language ?

    - Always ☐

    - Often ☐

    - Sometimes ☐

    - Rarely ☐

    - Never ☐

4) Do you think that incorporating culture in the EFL classroom is important ?

    - Yes ☐

    - No ☐

    - Please, justify……………………………………………………………......

5) Does cultural awareness of the target language help you to use language appropriately in accordance to the contextual factors ?
- Yes ☐
- No ☐
- Somehow ☐

6) How do you consider you level while attempting to communicate with native speaker ?
- Weak ☐
- Beginner ☐
- Intermediate ☐
- advanced ☐
- Expert ☐

7) Raising target language cultural awareness and giving it importance among EFL learners leads to effective communication.
- Yes ☐
- No ☐
Please, justify ……………………………………………………………………..
………………………………………………………………………………………….

8) In your opinion, which is the crucial element that may influence the development of your communicative competence ?
- Awareness of cultural aspects ☐
- Length of exposure to target language ☐
- Both ☐

9) The development of communicative competence through associating cultural aspects leads to avoid serious social implications .
- Yes ☐
- No ☐

Section two : The Role of Facebook and Other Discussion Forums

10) Do you use discussion forums in terms of education ?

- Yes ☐

- No ☐

11) Do you feel motivated when you study the language by using discussion forums?

- Yes ☐

- No ☐

If yes, please say why?

……………………………………………………………………………………

12) Does your teacher use discussion forums to associate your foreign language cultural awareness in the learning process ?

- Sometimes ☐
- Rarely ☐
- Never ☐

13) What do you think about the use of discussion forums in English culture lessons?

- Very important ☐
- Important ☐
- Not important ☐

14) What type of discussion forums you prefer ?

-Blog ☐
-Email ☐
-Facebook ☐
-Instagram ☐
-Twitter ☐
-Yahoo ☐

15) Do you anticipate that you will use facebook to talk to native speaker ?

- Yes ☐
- No ☐

16) Have you ever used Facebook in communicating with natives ?

- Yes ☐
- No ☐

If yes, please share your

experience…………………………………………………

……………………………………………………………………………………

17) Does Facebook approve your proficiency to handle a conversation with native

speaker ?

- Yes ☐
- No ☐
- Somehow ☐

18) According to you, can Facebook help you to learn about the culture of target

language ?

- Yes ☐
- No ☐

Please, justify ……………………………………………………………….

……………………………………………………………………………….

……………………………………………………………………………….

Thank you for your co_operation ☺

Appendix 2

Dear English Teacher

Your timely completion of this questionnaire will help us to bring to fruition his dissertation. This questionnaire aims at gathering some data concerning the use of Facebook in promoting Algerian EFL students' intercultural awareness. Your input is very important and greatly appreciated. Would you please cross (X) the appropriate answer or give your own whenever it is necessary. Thank you very much for taking the time to answer the following questions .

Section One : Back ground Information

1) Name of your university : …………………………………

2) Degree (s) held :

    A. BA (Licence)   ☐

    B. MA (Master/magister)   ☐

    C. Phd (Doctorate)   ☐

3) Employement status :

  Full time   ☐   Part time   ☐

4) Work experience (number of years) :…………………………………

5) How many years have you been teaching the module of culture of the language at the division of English ?

    ………………………………………………………………………………

Section Two: Cultural Awareness

6) Have you ever been in Britain or USA ?

  - Yes   ☐

  - No   ☐

7) How do you consider yourself familiar with the cultural background of the English language ?

………………………………………………………………………………………

8) Do you think that your knowledge of English culture helps you to communicate with natives ?

- Yes ☐

- No ☐

9) Do you think that teaching EFL entails the teaching of its culture ?

- Yes ☐

- No ☐

Please, justify ……………………………………………………………………

………………………………………………………………………………………

10) Do you think that poor knowledge of socio_cultural norms of the target language is the reason of learner's communication breakdowns ?

- Yes ☐

- No ☐

Please, justify…………………………………………………………………………

………………………………………………………………………………………..

11) Does the syllabus of culture module cover the cultural aspects of the target language ?

………………………………………………………………………………………..

……………………………………………………………………………………….

12) In your opinion, do the handouts you use offer enough materials for discussing cultural aspects of the target language ?

- Yes ☐

- No ☐

- Somehow ☐

13) What are the most frequent obstacles you face during your culture teaching sessions ?

………………………………………………………………………………………….

………………………………………………………………………………………….

14) According to you, how can we increase the learner's intercultural awareness ?

…………………………………………………………………………………………

…………………………………………………………………………………………

Section Three : Discussion Forums

15) Do you use discussion forums in your teaching process ?

- Yes ☐

- No ☐

16) Do you think that discussion forums would help learning efficiently ?

- Yes ☐

- No ☐

Please, justify …………………………………………………………………….

………………………………………………………………………………

17) Can you describe the importance of learning/ teaching through discussion forums ?

……………………………………………………………………………………..

……………………………………………………………………………………..

18) According to you , Do the discussion forums represent a good opportunity for

students to lively practice the language ?

- Yes ☐

- No ☐

Please, justify …………………………………………………………………

Thank you for your co_operation ☺

Résumé

Notre monde se caractérise par des races, des cultures et des entités différentes, c'est-à-dire que notre devoir en tant qu'êtres humains est de respecter la diversité et de tolérer les différences entre et à l'intérieur des cultures. Seulement si, nous communiquons et essayons de nous connaître les uns des autres, bien que nous apprécions nos similitudes et nos différences. La recherche actuelle est une tentative pour introduire la conscience interculturelle en tant que compréhension consciente des bases de la culture ciblée, et mis en pratique ce concept dans un contexte réel par les apprenants algériens EFL, nous croyons que, pour réaliser ce concept, nous devrions Fournir une véritable exposition à TL via des réseaux sociaux, plus précisément, via Facebook, qui est considérée aujourd'hui comme la plate-forme la plus populaire pour les réseaux sociaux en ligne parmi les jeunes. En conséquence, nous avons supposé que Facebook comme outil de communication est capable de promouvoir la sensibilisation interculturelle des apprenants algériens EFL. Cependant, pour confirmer ou rejeter l'hypothèse précitée, nous avons utilisé deux questionnaires, le premier visant à tester les attitudes des élèves vis-à-vis de l'utilisation des réseaux sociaux dans leur processus d'apprentissage et leur opinion sur la sensibilisation interculturelle reçue par le biais des réseaux sociaux. Le 2ème est administré aux enseignants, pour enquêter sur leurs opinions sur les leçons de culture et leurs attitudes à l'égard des réseaux sociaux dans le processus d'enseignement. Après l'analyse des résultats recueillis et obtenus, nous sommes arrivés pour confirmer l'hypothèse de cette recherche et nous avons essayé de formuler des recommandations pédagogiques afin d'aider les apprenants de l'EFL à enrichir leur connaissance interculturelle et à développer leur compétence de communication par le biais des réseaux sociaux.