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THE EFFECT OF INTERCULTURAL COMMUNICATION COMPETENCE TEACHING ON RAISING CULTURAL DIVERSITY AWARENESS AMONG EFL STUDENTS

Case Study of Master Two Language and Communication at Djilali Bounaama University

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Declaration

We certify that the substance of the dissertation presented for the degree of Master in Language

and Communication is our own work, based on our personal research and that we have

acknowledged all material and sources used in its preparation. We also certify that the present

study has not previously been submitted for assessment in any other scientific work.

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DEDICATION

To My beloved family

To Mrs. Koran

To All teachers of English in the Department of Foreign Languages

To everyone who provides me with unconditional support whenever needed

MEKHANEG Abdallah

I dedicate this study to my beloved parents and to my late Grandparents.

I dedicate it also to dear teachers Mrs. Koran my supervisor. Thank you a lot for all you have done for us. A special thank goes also to head of department of foreign languages Mrs. Boughbina, and to Mrs Belkhir, Mrs Zehhaf, Mr. Bessidhoum, and especially Mrs Baghdadi.

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With genuine gratitude and warm regards, I dedicate this work to my wonderful and lovely family, especially my parents Bahri & Houria who encourage, support and pray for me to succeed. My dedication goes also to the most beloved persons in my life who mean so much to me: my sisters Rahil, Amina, Yasmine, and my brothers Mahmoud and Mahdi for their moral and financial support. I don't forget my brother's wife Amira, my brothers in law Ishak and Mouslim and my little angel Oumaima.

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Abstract

In international education era, several institutions of higher education through the world provide

students with the appropriate communication skills to deal with a mosaic of culture.

The issue of integrating intercultural communicative competence (ICC) in teaching-learning

English language for EFL students is of great importance. First, to enhance their cultural

awareness. Second, to allow them to become effective intercultural communicators with persons

from different perspectives and multiple backgrounds. In globalized world, intercultural

interactions affect all aspects of modern life due to the of communication technologies ICT. ICC

appeared to be one of the most vital skills for people in the 21st century to deal with

multiculturalism.

However, in Algerian context, EFL students seem to neglect such an important issue in their

English language learning practice. Therefore, this research tends to examine the effects of

intercultural communicative competence teaching on enhancing the cultural values of cultural

diversity among Master 2 EFL students in the University of Khemis Miliana. The results showed

that the ICC had a limited impact on targeted students.

Keywords: culture, cultural awareness, cultural diversity, communication, multiculturalism

Résumé

À l'ère de l'éducation internationale, plusieurs établissements d'enseignement supérieur à travers le

monde fournissent aux étudiants les compétences de communication appropriées pour faire face à

une mosaïque de cultures.

La question de l'intégration de la compétence communicative interculturelle (CCI) dans

l'enseignement-apprentissage de la langue anglaise pour les étudiants EFL est d'une grande

importance. Premièrement, pour renforcer leur conscience culturelle. Deuxièmement, pour leur

permettre de devenir des communicateurs interculturels efficaces avec des personnes de

perspectives différentes et d'horizons multiples. Dans un monde globalisé, les interactions

interculturelles affectent tous les aspects de la vie moderne grâce aux technologies de

communication TIC. La CCI est apparue comme l'une des compétences les plus vitales pour les

personnes au 21 e siècle pour faire face au multiculturalisme.

Cependant, dans le contexte algérien, les étudiants de la langue Anglaise semblent négliger une

question aussi importante dans leur pratique d'apprentissage de l'anglais. Par conséquent, cette

recherche tend à examiner les effets de l'enseignement de la compétence communicative

interculturelle sur la sensibilisation des étudiants de Master 2 de l'Université de Khemis Miliana à

propos de la diversité culturelle. Les résultats ont montré que la CCI avait un impact limité sur les

étudiants ciblés.

Mots clés: culture, conscience culturelle, diversité culturelle, Communication, multiculturalisme

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الملخص

في عصر التعليم الدولي، تزود العديد من مؤسسات التعليم العالي عبر العالم الطلاب بمهارات الاتصال المناسبة للتعامل مع فسيفساء الثقافة.

مسألة دمج الكفاءة التواصلية بين الثقافات (ICC) في تعليم وتعلم اللغة الإنجليزية لطلاب الجامعة لها أهمية قصوى. أولاً، لأنها تساهم في رفع وعيهم الثقافي. ثانيًا، لكونها تسمح لهم بأن يصبحوا فاعلين في التواصل ما بين الثقافات مع أشخاص من وجهات نظر مختلفة وخلفيات متعددة. في عالم اليوم، تؤثر التفاعلات بين الثقافات على جميع جوانب الحياة الحديثة بسبب تكنولوجيا الاتصالات وتكنولوجيا المعلومات. ظهرت الكفاءة التواصلية بين الثقافات (ICC) كواحدة من أكثر المهارات حيوية للأشخاص في القرن الحادي والعشرين للتعامل مع التعددية الثقافية.

ومع ذلك، في السياق الجزائري، يبدو أن طلاب اللغة الإنجليزية يتجاهلون مثل هذه القضية المهمة في تعلمهم اللغة الإنجليزية. لذلك، يسعى هذا البحث العلمي إلى دراسة تأثير تدريس الكفاءة التواصلية بين الثقافات على رفع وعي طلاب ماستر EFL 2 في جامعة خميس مليانة بشأن التنوع الثقافي، وقد أظهرت نتائج البحث أن ICC كان لها تأثير محدود على الطلاب المستهدفين. الكلمات المفتاحية: الثقافة ، الوعي الثقافي ، التنوع الثقافي ، التواصل، التعددية الثقافية.

List of Acronyms, Abbreviations and Symbols

EFL: English as a Foreign Language

ELT: English Language Teaching

L1: First Language

L2: Second Language

L3: Foreign Language

SPSS: Statistical Package for the Social Sciences

DMIS: Developmental Model of Intercultural Sensitivity

IL: Intercultural Learning

CEFR: The Common European Framework of References for Languages

ICC: Intercultural Communication

PDI: Power Distance Index

IDV: Individualism versus Collectivism

MAS: Masculinity versus Femininity

UAI: Uncertainty avoidance Index

LTO: Long-term versus Short-term Orientation

IND: Indulgence versus Restraint

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Chapter One: Introduction

The first chapter will give an overview about the foundation of our research and guidelines to follow in respect of the scientific researches steps. It covers the following elements: the background of the study, the statement of the problem, the rationale of the study, the aims the study, the research questions, the hypotheses, the research methodology and the structure of the dissertation. We spare no effort to enrich the content of this research with information and scientific knowledge that fit the objective required. Our ultimate goal is to conduct and report the present research in accordance with the requirements of the academic research and in conformity with papers standards.

1.1. Background of the Study

In the age of modern technologies and global transformations, intercultural communicative competence ICC has emerged as a new approach to create cohabitation between a mosaic of cultures and network society. The intercultural dimensions in language teaching are supposed to help learners acquire the needed competence to communicate in appropriate ways, which ensures the capacity to be understood by people belonging to different social identities.

Noting that intercultural communication and cultural diversity (CD) are interconnected. Even treated as separate notions, they share a common interest to spread tolerance, respect, and understanding among all people across the world.

In western countries, teaching intercultural communication is a primary concern in foreign language education. Europeans as well as Americans were the first to make progress in this field and their teaching strategies translated deeply their desire of awarding culture teaching the same importance as language teaching in foreign language education.

However, in Algerian higher education, intercultural communicative competence has not always been well acknowledged, this notion is still unfamiliar to most researchers and students, who seem to neglect such an important issue in their English language practice.

1.2. Statement of the Problem

Conscious of the necessity to communicate across cultural boundaries and knowing that ICC is the core factor of English language learning to prepare learners for intercultural communication challenges (Byram, 1997), the University of Djilali Bounaama in Khemis-Miliana (English language speciality) has recently designed a Master programme in Language and Communication that focuses on the use of ICT to interact across cultures by studying modules on Intercultural Communication, E-learning, and ESP. Sadly, the effect of integrating Intercultural Competence as a teaching strategy remains ambiguous for EFL learners, who are unaware of ICC teaching impact on creating awareness of cultural diversity and developing their ability to deal with multiculturalism.

1.3. Rationale of the Study

Despite the importance of ICC teaching learning due to globalization of culture, it has been newly introduced to EFL Master students in the university of Khemis-Miliana, who they did not have the opportunity to approach this discipline during their previous studies. As a result, the status of ICC in foreign language education in Algerian universities does not correlate with the rapid changes characterizing the world. This indicates a need to investigate this notion from different perspectives to provide a deep insight for both teachers and learners on how to effectively incorporate and develop ICC skills in the light of English as a foreign language. Hence, the present research comes as a need to explore this issue and fill the gaps mentioned in this field.

1.4. Aims of the Study

Through the present research, we aim to determine the best methods of teaching intercultural communicative competence for EFL students.

The aim of the study is also to report the main challenges facing teachers in incorporating cultural dimensions in their lessons

1.5. Research Questions

The present research attempts to answer the main question:

- To what extent intercultural communicative competence teaching contributed to raise students' awareness about cultural diversity?

The sub-questions are:

- Which approach has a positive impact on EFL learners' ability to deal with multiculturalism?
- What is the role of teachers in promoting ICC?
- Are students aware of cultural diversity?

1.6. Hypotheses

Based on the above questions, the following hypothesis is formulated:

- It is expected that adopting effective ICC's teaching approaches would promote cultural awareness among students and improve their intercultural competence.

1.7. Methodology and Research Tools

The present research deals with a sample drawn randomly consisted of 30 EFL students of Master2 Language and Communication in the University of khemis Miliana. Thus, knowing their attitudes towards the issue under investigation will bring to the surface important facts. It

is worth considering that Working with the whole population of second year students sounds to be a difficult task, as it requires more efforts, material resources and time. For these reasons, in this research, we investigate a sample and generalize the findings later on the rest of the population.

For this purpose, a questionnaire was administered to a sample population from Master 2

students. The questionnaire aims at collecting necessary data and important sources of information from the students concerning mainly their attitudes towards culture, culture teaching strategies, and their views concerning ICC practices. A systematic analysis and interpretation of the results is supposed to reach a convincing conclusion and reliable finding.

1.8. Ethical Considerations

It is essential to consider the importance of ethical issues in research involving human participants. Considering this principle, we informed the respondents, from the beginning, about the objectives of our research and that the data gathered via the questionnaire would remain confidential and would be exploited only for academic purposes. In addition, we assured them that they were free to collaborate with us in this survey as volunteers, and they had the right to withdraw at any time. Besides, we ascertained that anonymity is a fundamental part of this research to protect them from potential harm.

The approval gained before the beginning of data gathering represented a moral contract between the 30 participants in the survey and us.

1.9. Structure of the Study

This Master research is composed of five main chapters.

Chapter one introduces the research by highlighting key foundations of the study. Chapter two deals with the literature review. In this regard, Intercultural Communicative Competence has been the object of a wide range of studies which focused on political social, educational and cultural perspectives. In fact, we faced a vast literature exploring the theme from specific dimensions, however, there is still a significant lack in dealing with ICC in Algerian context, especially in high education level. The present research comes as a need to fill the gaps in previous literature. After reviewing literature, we noticed that there is no consistent research that has been conducted in this field in Algerian context.

The chapter three highlights the main research methodology adopted in this research work.

It explains the criteria used to choose the populations and the samples for the study are also

provided.

It is also devoted to the description and analysis of the questionnaire administered to students. Therefore, a description of the items included in the questionnaire, in addition to a systematic interpretation of the respondents" answers is carefully presented and illustrated with tables, whenever the element under analysis requires that.

The fourth chapter discusses the main findings in the research supported by recommendations and suggestions to improve ICC teaching in higher education for EFL students.

The fifth chapter concludes the research study by summarizing the key findings, the limitations and recommendations for further research.

Summary

This chapter dealt with the background of the study, the statement of the problem, the rationale, the aims of the study, the ethical considerations ,the research questions and hypotheses, in addition to the research methodology and tools, , and finally the structure of the study.

Chapter Two: Literature Review

Recent research in the field of teaching English as a foreign language emphasized the strong link between the foreign language and its culture. This chapter attempts to give a closer overview of Intercultural Communication and its related concepts. The aim of this chapter is to review previous studies related to the importance of integrating the Intercommunication Communicative Competence in English learning program. It also defines the main notions and concepts closely linked to culture and Intercultural Communication.

2.1. Intercultural Communication (IC)

Today, the communication is influenced by various aspects of human language. When we interact with someone we are not totally aware about the assumptions, acts and beliefs included in the communication exchange with persons from different cultures.

2.1.1. Definition of Intercultural Communication

Before defining Intercultural Communication, it is important to understand what culture is. Herskovits (1955) affirmed culture is "everything that is human made. That is to say, culture comprised customs, traditions, rules, ways of living and thinking, and of course the communication, which implies the language" (as cited in Islas, 2018, p. 19). However, Gudykunst (2018) summarized it as "an important fact that influences the development of individuals who are in contact with foreign cultures. it is a part of the foreign language and gives plenty of opportunities to know more about other countries.

After defining the concept of culture, it is high time to move on to Intercultural Communication. Scholars and researchers in the field of IC consider it as "a symbolic, interpretive, transactional, contextual process in which people from different cultures create shared meanings" (Lustig and Koester, 2006, p. 46). However, each culture has its own symbolic messages that are interpreted differently.

The differences in communication are mainly related to specific elements, namely, cultural patterns, and social perceptions (Chi, 2016). When the degree of differences between cultures is large, it would create misinterpretation and may result conflicts between the interlocutors (Bentaboula, 2018). Therefore, the process of exchanging information is not an easy task. To put it simply, Intercultural Communication is sharing information between participants with diverse backgrounds (Islas, 2018).

2.1.2. Communication as Part of Intercultural Communication

Communication is the act of sending and receiving messages between individuals through a channel. The communication is a process made up of identifiable links. In this system, the sender conveyed messages into a perceivable form.

Afterwards, this message is presented in different ways, and finally, it ends with feedbacks of the receiver Kreitner and Carlene (2010). In communication, both types: verbal and nonverbal communication are part of transmitting messages that take the form of dialogues or conversations. Verbal communication means the use of sounds and words to create a message. However, nonverbal communication is transmitting information in form of non-words messages. What is more, nonverbal and verbal communication complete each other, the former's function is to assist the meaning of the latter; thus, in Intercultural Communication, it is crucial to master non-verbal communication as well as verbal communication.

2.1.3. Culture as Part of Intercultural Communication

Different research proposed a variety of definitions of the word "culture", among them Matsumoto (2008) who defined culture as "a meaning and information system that is transmitted across generation" (as cited in Chi, 2016, p.6). However, Byram and Risager (1999) categorized culture into four definitions: culture is identified in terms of people's way of living in real life situations, their daily activities, their traditions, and how they coexist in the community.

Depending on this view, the nature of culture is complex due to its components that may not be clearly noticed; this complexity made it difficult for the researchers to adopt only one meaning or single definition. Also, it is claimed that culture is not inherited but rather it is learnt through socialization within people's community, Hofstede & Minkov(2010)

2.1.4. The Importance of Studying Intercultural Communication

The Common European Framework of References for Languages (CEFR) provides a valuable and required assistance to teachers, trainees, course designers and learners to overcome the complexity of language through the integration of the Intercultural Communication in teaching/learning environment. The implementation of IC in language teaching-learning helps learners improve their personality and shape their identity (Benteboula, 2018).

Another importance of studying IC is that the process of learning about other cultures gives learners the opportunity to gain experience once staying abroad (Natarova, 2011). On the other hand, Byram (1997) stated that teachers need to help their students to develop their Intercultural Awareness by providing them activities dealing with other' cultures.

From another perspective, Intercultural Communicative Competence exposes learners to different intercultural sides and overviews about the foreign culture. Besides, it helps them interact effectively with different cultural aspects. ICC, likewise, fosters person's comprehension as well his or her cultural overviews of the people's culture through exchanging ideas with them (Saadi, 2018).

Another important point needs to be emphasized is language, due to the fundamental role it plays in communication. One of the language's advantages is enabling individuals to share their different mindsets with people from other cultures. In essence, it is crucial element to build a bridge between participants and the culture of others through the use of various skills.

2.2. Intercultural Communicative Competence (ICC)

We start by a definition of Intercultural Communicative Competence, then the multiple sides of ICC, we discuss also other points such as the characteristics of Intercultural Learning.

2.2.1. Definition of ICC

It is quietly important to indicate the difference between Communicative Competence and Intercultural Communicative Competence. According to Byram (1997, p. 71), "the first refers to people's ability to interact in their own language with people from another country. While Intercultural Communicative Competence takes into account language teaching and focus cultural heritage of the foreign language".

Within the same line, Bowden and Marton (1998) ascertained that ICC as a notion has two meanings; the first refers to sequence of observable attitudes; however, the second refers to the skill or potential to see and cope with new situation using an effective strategy.

Concerning ICC, Lustig and Koester (2003) concluded that intercultural communication helps students to construct a good relationship with others individuals from different backgrounds (as cited in Wello, Azis & Nur, 2017).

From the conceptual notions previously explained, ICC is defined as the ability to be conscious of the conflicts and misunderstandings occurring between interlocutors due to the differences in speech, behaviours (Chi, 2016). It is noted that Intercultural Communicative Competence involves social and ethical behaviours.

The above mentioned points shows the importance of understanding and accepting others' differences of whether a group of people or individual in order to create democratic society.

2.2.2. Multiple Sides of ICC

Concerning the multiple facets of Intercultural Communicative Competence, Fantini (2000) stated that there are three main themes of ICC: the first is about the ability to create connection between people, the second is about minimizing the misinterpretation and the conflicts by communicating correctly and the third is enriching the conversation by different views. For this reason, researchers such as Kramsch (1993), Kealey (1996), Fantini (1997), Kühlmann and Stahl (2001), Toomey and Kurogi (1998), and O"Ward (2001) have suggested models for understanding the complexity of intercultural interactions.

2.2.2.1. The Affective Side

The affective side such as attitudes and general education are seen as the foundation of Intercultural Communicative Competence. They seem to be an interesting component to develop in order to facilitate the communication in specific context (Martyn et al., 2014).

2.2.2.2. The Cognitive Side

The aspect of the knowledge determines the cultural groups and their differences. Cultural knowledge provides" a clear image about others' rights and duties in their culture" (Martyn, Machael, Ildiko, & Pascale, 2014, p20). According to Byram (1997) The knowledge about social groups and their cultures in one's own country, and similar knowledge of the interlocutor's country on the one hand, and similar knowledge of the processes and interaction at individual and societal levels, on the other hand.

2.2. Characteristics of Intercultural Learning

Various interpretations about the meaning of Intercultural Learning have been exposed through many studies to identify the components of intercultural learning. Therefore, the following key principles of this side can be identified as demonstrated: language learning and culture are inseparable parts as language. It manifests the social aspect of certain societies and shows their values and beliefs. As long as culture is concerned, attitudes, beliefs and behaviours can be transmitted through social learning. Within the same vein, the central aims of Intercultural learning are seen as the ability to understand the culture and interact with members from different cultural backgrounds. Accordingly, leaning about culture requires to have critical thinking and distanced view on their own culture, because there is no single way that help to understand or interpret others' cultural attitudes (O'dowd, 2006).

2.3. Models of Intercultural Communicative Competence

A series of ICC models were proposed by different scholars. They tend to develop through them a variety of Intercultural Communicative Competence teaching objectives. Therefore, they classified them in five models. The compositional model includes knowledge, attitudes and skills of communicative competence. The co-orientation model concentrates on communication and interaction; it is concerned with the intercultural understanding. However, the development model includes how individuals perfect their Intercultural Communicative Competence. The adaptation model describes the modification and adaptation of participants involved in IC. Finally, the casual model is interested in theoretical components of intercultural communicative competence (Saadi, 2018).

2.4. Barriers of Intercultural Communicative Competence

When people from different cultural backgrounds interact, it is impossible for them to be perfectly aware of the culture aspects. In this context, there is an opportunity for the miscommunication between cultures. Therefore, there are various barriers to Intercultural Communication, which prevent the interaction: anxiety, assuming similarity instead of difference, ethnocentrism, stereotypes and prejudice, language and non-verbal misinterpretation (Jandt, 2013, p. 81).

2.5.1. Anxiety and Other Negative Attitudes

The first cultural block to consider is anxiety. Anxiety is a feeling that is experienced by people when they are in new and different environment. This stress occurs when an individual does not know what is expected to do during the communication transaction. When people are anxious, they are more likely to less concentrate on the communication process (Jandt, 2013).

Assuming similarity instead of difference is also considered as a principal barrier to communication across cultures. In new culture, people assume that they can behave the same way in their own culture. However, this assumption may lead to miscommunication due to the multiple differences between cultures.

Ethnocentrism is another obstacle of Intercultural Communication. It means thee "negative judging aspects of another culture by the standards of one's own culture" (Jandt, 2013, p. 83). Ethnocentric person pretends that his own culture is superior to others. For example, an individual believes that his or her religion is right and others" are wrong.

Stereotypes and prejudice are both challenging barriers to Intercultural Communication. Stereotype is "usually refers to unjust behaviours and hostility towards a group, race, religion or sexual orientation. What we see, the most readily available image, is what we expect to see" (Chi, 2016, p. 14). However, Prejudice exists in all countries and cultures.

According to Jandt (2013), "language is a set of symbols shared by a community to communicate meaning and experience. For the society with the same cultural background, speak the same mother language, its people are likely to understand the meanings better. People from various cultural environment are likely to misinterpret the meanings when communicating which lead to miscommunication and misunderstanding" (p. 161).

2.5.2. Non-verbal Misinterpretation

Non-verbal communication is a vital skill in Intercultural Communication. Non-verbal signs can easily mislead; people in different cultural context pay less attention to it than the literal meanings of the spoken words themselves. Therefore, decoding non-verbal messages should be taken in relation with cultural settings. These differences could spread certain confusion in interpreting Intercultural Communication and as result it leads to interaction failure (Chi, 2016).

2.5. Overcoming Barriers to Intercultural Communicative Competence

Raising learners' motivation and encouraging their positive attitudes towards the foreign culture can help them overcome some barriers to ICC. Indeed, several scholars, such as Jandt (2007), stated that accomplishing Intercultural Communication seems to be a convenient approach to overcome barriers facing Intercultural Communication. "They are five barriers to Intercultural Communication; namely: stereotype, prejudice, assuming similarity instead of difference, racism and discrimination. These barriers impede communication and blocks the exchange of ideas and skill among people" (Jandt, 2007, p.85).

The first challenging barrier to be overcome is stereotype. This latter refers to throwing judgments on a certain group of people without knowing their real identity (Brislin, 1993). Stereotypes hinder people from communicating correctly due to the assumptions they throw on

individuals (Jandt, 2012). "Stereotypes exist because they offer the individual a short way of engaging with and understanding the world around them" (Locke & Johnston, 2001, p.109). That is to say, stereotypes lead people to an uncertain predictions and superficial interpretations to describe the aspects of the target culture. Meanwhile, prejudice and subjective are obstacles that lead to intolerance and culture conflicts (O'Rourke & Tuleja, 2008).

Racism, on the other hand, is another cultural barrier that hinders the achievement of successful cultural exchanges. Racism, according to Neuliep (2014) is a belief that his ethnic group is superior to others and that other racial groups are inferior. This definition draws a view that some people or societies classify some races as superior than another, and thus it supports the social dominance over minority groups (Barnett & Lee, 2003). To avoid such racist judgments, teachers, in this case, should raise learners' awareness of other people and try to create respectful and productive intercultural attitudes (Holliday, Hyde & Kullman, 2016).

Discrimination is also is considered as conflict to Intercultural Communication. It refers to judging others negatively. Discrimination, in GudyKunst's view (1991, p. 67), is "a bias towards the in-group that causes us to evaluate different patterns of behaving negatively" (Novinger, 2001, p. 20). Achieving a successful interaction seems to be difficult goal. In this case, the teacher's role is to facilitate the intercultural understanding. Therefore, a positive attitude should be adopted to overcome all sorts of the ethnocentrism and racism called Developmental Model of Intercultural Sensitivity (DMIS), which guarantees the shift from bias towards the acceptance of otherness through sharing and exchange (Boualli & Boudiaf, 2018).

People, in most cases, assume similarities instead of differences; they are a kind of barrier to ICC. It occurs when a participant from specific country encounters a new culture and puts assumptions that there are no differences between the two cultures (Mohanthy, 2005). That is to say, despite the similarities that two different countries seem to have, there is diversity between them at certain degree. Sometimes, people consider that their behaviours and attitudes adopted in their mother culture can be applied in the new one; forgetting the fact that each culture is unique to

some degree, as the scholar Mohanthy (2005) explained that differences among foreign cultures should not be a pretext to create conflicts between various mode of thinking.

If learners have a lack of knowledge about certain culture's norms and mode of behaviour, this may lead to miscommunication and therefore, hinders the Intercultural Communication process (Samovar & Porter, 2004). This cultural block results from a lack of cultural knowledge or a deep awareness about the target culture (Jaasma, 2001).

In short, in order to achieve a successful ICC, students need to be motivated and open to different cultural experiences. They should be ready and prepared to meet new people and accept their tendencies without judging them. This kind of cultural openness is quite important for the development of awareness towards the new culture. Equally significant, learners are not obliged to follow or accept the others' cultural behaviours and values that are opposite to their home culture (Boualli & Boudiaf, 2018). Accordingly, students should be non-judgmental in order to ensure that the intercultural communications are effective (Reisinger, 2009).

2.6. Language and Intercultural Communicative Competence

Implementing culture in foreign language teaching led many linguists to explore the relation between culture and language. By any means, language and culture are complementary. This complex relationship can be shown from different sides. Language is considered as a tool to spread cultures and transmit them from generation to generation. In addition, further exploration viewed language as a communicative mean that enables people to describe their daily life reality. It also helps learners to pave the way to a productive and harmonious need dialogues between cultures in several situations. "The true content of the foreign language course is not just a grammar or the vocabulary of the language, but also the cultural aspect expressed through that language" (Zhaoyi, 2019, p. 22).

Within the same vein, learners are required to comprehend different cultural norms of interaction and values of people to reach an effective communication. Many argue that integrating intercultural dimension in teaching foreign language will develop learners' abilities to be an

intercultural speakers. Succeeding in these sides, help persons to avoid the stereotyping which accompanies perceiving someone through a single identity (Byram, Gribkova & Starkey, 2002).

2.7.1. Verbal Language and Intercultural Communicative Competence

Verbal communication involves words, sounds and language. It is a kind of communication where spoken or written words are used. Communicating verbally equals using language. Therefore, understanding the language means understanding the culture of the language itself (Jackson, 2014).

Ting-Toomey (1999) explained that there are several types of verbal communication styles. The first one is low-context and high-context type. Low-context communication is one of the verbal communication styles in which the meaning is conveyed by explicit verbal message, this pattern is based on literal meaning mode; however, high-context refers to conveying the meaning by using implicit message mode.

The second communication style is the direct and indirect style in which direct verbal style is a clear straightforward communication in asking questions or providing instructions; whereas, indirect verbal style "tends to camouflage the intention meaning" (Jabar, 2020, p. 18), people who use this style do not reveal their intention, but they are known with nuanced tone of voice (2020).

The third factor is Person-oriented Verbal Style. Person-oriented style is about informal interaction and tends to be closer and casual; while status-oriented style is about respect and formality in interaction where specific vocabularies are used to indicate the status distance in the relationship (Ting-Toomey, 1999).

Verbal Style is a verbal communication style. The former presents the quality of self-capacities about one's accomplishment; in contrast, the latter is about being humble and modest concerning one's attempts (1999).

The last style is beliefs expressed in talk and silence. Silence depends on the situation, it may be negative or positive; for some people, they prefer the silence as sign of respect or keeping a secret; however, others prefer talking to express their emotions and thoughts (Jabar, 2020)

2.7.2. Non-verbal and Intercultural Communicative Competence

Scholars as Liu et al., (2011, p. 139), referred to non-verbal simply as "communication without using words or the use of non-spoken symbols to communicate a message". This definition draws attention to a kind of communication, in which people use facial expression, tone of voice, body movement, eye contact and the other non-verbal behaviours without the use of words. There are four categories of non-verbal communication: Emblems, Illustrators, Regulators, and Adaptors (2014).

Emblems involve all hand gestures codes that are used for non-verbal communication in certain culture. They have direct meaning and can be used instead of the words they represent.

The third factor is Regulators which mean to monitor, maintain and control the conversation. They usually happen automatically to satisfy physical or psychological needs. To clarify, in French context, chewing gum is impolite or when sneezing, we cover our mouth with hands (Jabar, 2020).

However, studying nonverbal communication will not make the person completely competent in Intercultural Communication; cultural awareness of the different potential variation may help to reinforce one's interaction with people from different cultural contexts. In case the message being conveyed verbally is different from the nonverbal communication, it is, then, better to seek for verbal clarification. In fact, becoming more attentive of the nonverbal communication of people with different cultural backgrounds can help to determine the kind of messages being sent. Therefore, it is better to ask for verbal clarification in situations nonverbal behaviour is vague (Jackson, 2014).

2.7. Teaching Intercultural Communicative Competence

Implementing Intercultural Communicative Competence in the teaching process is an important ground in learning English as foreign language. Accordingly, Byram (1997) indicated that the necessity of teaching ICC is not just for purposes of improving effectiveness of communication and interaction but especially for constructing mutual understanding and positive

interrelations among cultures from a variety of backgrounds.

In addition, teachers of English language can provide their learners with successful cultural experiences which may promote the values of tolerance and empathy with others. If learners are motivated, they will likely become positive to respond and learn effectively (Boualli & Boudiaf, 2018). Similarly, Shunck and Usher (2012) supported that motivation plays a crucial role in learning and can influence what, when, and how we learn and it is a significant factor in learning progress and performance" (as cited in Hartnett, 2016, p.13).

Language learners can be motivated if the teacher creates a relaxed atmosphere where all of them participate actively in classroom activities. Yashima (2002) concluded that motivated learners have high self-esteem that boost them to be engaged in foreign language learning and greater willingness to communicate comparing to those who do not. The teacher tends to use interesting and modern cultural materials that satisfy all learners' needs and attract their attention to the objective and to the importance of Intercultural Communicative Competence (Arabski & Wojtaszek, 2011).

Concerning the attitudes towards cultural knowledge, Byram (1997) asserts that students' attitudes are an important factor in dealing with Intercultural Communicative Competence as a key factor for successful interactions. According to Brown (2000), positive attitudes towards the self, the native language group, and the target language group enhanced proficiency. That is to say, attitudes influence the learners' way of seeing themselves, their own culture and the one they are learning. Therefore, learners with positive attitudes towards different contexts can easily learn foreign languages unlike those who do not have such attitudes (Chambers, 1999).

Teachers have to help their learners understand the Cultural Diversity between communities (Byram & Fleming, 1998). Equally important, this kind of attitudes towards the other's behaviour will make the interaction easier for the students and help them to control their emotions, to manage problems, to promote their understanding and to develop their abilities to act in new settings (Marczak, 2013). Also, such skills could affect students' attitudes towards

themselves and their own culture (Ellis, 1994).

2.8.1. Approaches to Teaching Intercultural Communicative Competence

The teachers need to employ a variety of approaches in EFL classrooms, namely, intercultural approach, compared approach, problem-oriented approach, the skill-centred approach in order to teach the ICC; these approaches are explained as follows (Abdalali, 2020)

2.8.1.1. Intercultural Approach

An intercultural approach is an approach that involves strategic design of curriculum, task, and activities, which facilitates and supports interactions in the classrooms. Through intercultural training, intercultural approach and its activities, EFL learners will gain knowledge of other cultures and apply it successfully in verbal and non-verbal communication. they could also develop their ability to work in groups, and to be open to diversity. Another good reason to introduce intercultural approach in EFL classes is the prevalence of intolerance and prejudice in many countries against other nations. This approach seems to be an effective way to teach learners about tolerance, acceptance, understanding and respect towards all nations. The teacher, here, starts covering the cultural background of his or her student, followed by the culture of the target country.

2.8.1.2. Compared Approach

This approach emphasizes the necessity to teach a foreign culture in relation with learns' own social and cultural situations. That is to sat, the previous approach concentrates on the learners' own knowledge, values and beliefs which form a successful communication with people from different cultures. In this regard, Byram states that it is not pragmatic that learners of foreign languages ignore their own cultures and want to be introduced to new cultures (2020).

2.8.1.3. Problem-oriented Approach

"Problem-oriented approach is a teaching approach in which learners become interested in the foreign culture and motivated to do research on their own". Seelye (1993, p. 47) .Here, the role of a teacher is defining the problem that interests learners. So, more precise a problem is the easier it is for a learner to reach the desired outcomes" (as cited in Benmostefa, n.d, p.5).

2.8.1.4. The skill-cantered Approach

This approach differs from the above mentioned approaches in the sense that it aims at developing students' skills and awareness to manage the problems when miscommunication occurs between different cultures. According to Bolt, this approach methodologically means using open questions rather than close ones in EFL classes while teachers debate cultural issues with students. It tends to develop the skills of finding, evaluating, analysing and communicating of culture's aspects. Consequently, learners are important element in teaching/learning process (Abdalali, 2020).

2.8.2. Multicultural Teacher Education and Intercultural Communicative Competence

As long as the culture is inseparable from language, the EFL classrooms seem to be a convenient environment where students can have access to foreign contexts. The role of English language teachers in education has become an important key since they are considered as medium of teaching the language and its culture (Gonen & Saglam, 2012).

To begin with, teachers of second languageL2 are required to be interculturally competent. Their role includes teaching students the ability to "understand the world around them, to communicate across linguistic and cultural boundaries, and to play an active role at many levels in the world" (Kelly, 2002, p.3). Teachers are supposed to facilitate the interaction process between the students and the target culture (Jones, 2000). Within the same vein, the quality of teaching the culture and its effectiveness can be affected by teachers' current level of competency and intercultural sensitivity. Obviously, educators need to begin teaching the foreign culture starting from the students' level of understanding, familiarity and attitudes of the target culture. This role aims to develop students' consciousness and enhance their awareness about the new community (Boualli & Boudiaf, 2018).

Equally important, EFL teachers, beside the previous roles, are responsible for guiding

learners' comprehension about the needed culture. As Philip and Gouzaleg (2004) assert in that respect, "it is particularly beneficial for EFL students if text books create a direct contact with the target language, so, students avoid prejudices or overgeneralizations about overseas cultures.

If the teacher attempts to indoctrinate the students with attitudes from the second culture, he or she will most likely be rejected by the majority of his or her students" (Chastain, 1976, p.383).

Teachers' responsibility is not only limited to show students how to deal appropriately with different contexts, but rather, their task is to facilitate for students to construct their own meaning and reinforce their critical thinking. Teachers should also choose the appropriate learning content, tasks and materials that make it easier for the students to become competent. They need to select interesting materials in the classroom in order to shape their cultural comprehension. This goal could be achieved through the use of genuine materials such as videos, magazines, and newspapers written in the native language alongside with some patterns such as gestures and expressions which can lead enjoyable language learning process and more and interesting. They can also engage the learners' attention towards the foreign culture by creating a adequate learning climate (Cornfield, 1966).

"All the above mentioned roles can be fulfilled mostly when the teachers are fully trained and professionally developed" (Tomalin & Stempleski, 1993, p. 5).

2.8.3. Teaching Aids for the Development of Intercultural Communicative Competence

Teaching aids are materials that learners encounter in their daily lives (Laniro, 2007). The sources of teaching aids that can be employed in the classroom are various. But the most common ones are broadcast media, television, radio, newspapers and magazines, songs, movies and internet.

Broadcast media according to Mishan (2005) is are pedagogical teaching tool that offers the most diversified set of genres. When using such materials, the students are more likely to acquire positively the English language, and therefore, it can be a beneficial source for the EFL

learners (Brinton & Gaskill, 1978).

The television is considered as a source for teaching and learning process. It exposes learners to different information as well as helps them enhance their language skills such as listening (Touhami & Sebbat, 2020). It also allows them to access to the foreign language of other communities and their cultures. Mishan (2005) supported that TV as a universal medium relates learners to the target culture and language to enable them to get acquainted with new traditions, and multiples ways of life.

Radio is also an effective audio device that can expose the learner to the foreign culture and bring it to houses. Mishan (2005) asserts that using radio is one of the more accessible forms of authentic listening practice we can provide the learners with. Moreover, its use makes them more familiar with FL culture. In other words, radio is a teaching aids that help learners develop their listening proficiency as well as expose them to a variety of contexts (Hedge, 2000, as cited in Touhami & Sebbat, 2020).

Newspapers are traditional printed sources that are available to help learners expand their knowledge of the target community. Mishan points out that newspaper is probably the best single source of information about the contemporary culture of remote areas.

"Songs are also interesting as art in public events "(Touhami & Sebbat, 2020, p. 14). The conveyed message via songs expresses artistes' experiences in life. The aim of music is to attract the audience's emotions. These materials can also be helpful for the learners to be motivated which allow them to develop their overall culture and enrich their vocabularies.

Teachers of English language can support their lessons by using movies or films. As a cultural teaching aid, movies can be used "as a medium of entertainment" (Mishan, 2005, p. 223) that attracts learners' attention as well as provide them with valuable sides of the target culture and its traditions.

Tourki (2003) stated that "movies may be used in classroom to give students a glimpse of what was one reality of the target language culture" (as cited in Touhami & Sebbat, 2020, p. 15). It

enhances their learning grammar and vocabulary of the target language.

2.8.3.1. Designing Teaching Aids

The purpose of using teaching aids in classroom is to motivate students' comprehension and link them to real experience; as Tomlinson and Masuhara (2010) stated, teaching materials are designed to transmit useful knowledge.

Providing students with both practical and applicable materials can help them to link real experience with what they learnt (2017).

Berardo (2006) suggested three important criteria that need to be followed for designing appropriate printed materials: suitability of content, exploitability and readability. Suitability of content means that teaching materials need to that focus on the learners' needs and interest.

It is worth mentioning that the diversity of teaching aids provides learners with great opportunities to discover the foreign culture and develop their skills better than focusing on only single type of materials (Touhami & Sebbat, 2020).

Designing teaching aids links the classroom language with real life experience by providing linguistic situation and the required materials inside the classroom.

2.8.3.2. Advantages and Disadvantages of Teacher Designed Materials

Teaching materials are beneficial for EFL classrooms in terms of making the learner motivated and interested in learning the foreign language. Accordingly, designed materials help also to build the linkage between the learners' skills and its implementation in real context. They also develop the learners' language proficiency including a wide range of skills (Touhami & Sebbat, 2020).

The researcher, Gilmore (2007) affirmed that students who are exposed to authentic input, made significant progress and acquire better compare to their pairs Gibson (1998).

It is confirmed "that videos can be good attempt to bridge the gap that students have between culture and language in today's age of visual learning" (Touhami & Sebbat, 2020, p.19). These tools, also, pave the way to overcome the cultural and social challenges of the target

language and consequently, they have a significant impact on learners (Kim, 2000).

Although teaching aids are beneficial for the language learning, they have negative feedback. Therefore, Richards and Schmidt (2002) asserted that authentic materials often contain difficult language, unneeded vocabulary items and complex language structure, which cause a burden for the teacher in lower-level classes.

Guariento and Moreley (2001) argued that at lower levels, the use of authentic texts may not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated, confused, and sometimes demotivated.

. According to Martinez (2002) "authentic materials may be too culturally biased. Teachers' role in this case requires to select and examine the authentic materials before presented to the learners, (as cited in Akbari & Razavi, 2016, p. 108).

2.8. Qualities of Intercultural Competent Person

There are some qualities to become an effective Intercultural Communicator. First, the communicator should pay attention to the conveyed and received message, avoid idioms that could lead to misunderstanding. Following these suggestions, one's should respect others' beliefs, values and way of thinking, listen carefully and pay attention to verbal and nonverbal behaviours (Jackson, 2014).

2.9.1. The Characteristics of an Ethical Intercultural Communicator

"An ethical communicator involves regarding people as equal despite of their different beliefs and values, being good listener without making negative judgments about the people's behaviours from different cultural background "(Jackson, 2014, p. 9).In fact, the negative judgments are among the obstacle to a perfect communication.

2.9. Cultural Diversity

2.10.1. Definition of Diversity

The concept of diversity is an ambiguous notion that have various interpretations There are

different definitions that tried to uncover it. "Many people connect diversity to race and ethnicity, but the concept includes much more wide today" (Stevens & Ogunji, 2011, p. 532)." The concept of diversity involves the acceptance and the respect for the full range of human characteristics in their historical and cultural contexts and understanding that persons, communities and social groups are by essence different. In other words, it means that each individual is unique which is fundamental to recognize individual differences and show respect to each one of them. " (Patrick & Kumar, 2012, p. 11). Each of human being has accumulated a variety of experiences through his life. He or she is endowed with characteristics that make him or her different from the rest of humans. Wentling and Palma Rivas (2000) define diversity as the co-existence of persons from different socio-cultural backgrounds.

Within the same line, Van Knippenberg and Schippers (2007) define diversity as, "a characteristic of a group, organization, and society that reflects the degree to which there are objective or subjective differences between people within the group" (p 17).

Soni and Vidu (2000) define diversity as the differences among people, including gender, race, ethnicity, age, religion, physical or mental disability, and socio-economic class.

However, Carrell (2006) summarized it as how people differ, affecting a task or relationship within an organization such as age, gender, race, education, religion, and culture. Moreover, for Griggs (1995), diversity includes all how people differ, and it encompasses all the different characteristics that make one individual or group different from another.

From all the above definitions, we can say that diversity refers to the variety of differences that exist between people. It includes cultural factors, which are visible and non-visible elements that give a particular group certain distinctive specificities.

2.10.2. Definition of Cultural Diversity

Cultural diversity refers to the different forms of cultures co-existing in the same society .It also means appreciating that every society consists of different groups with different rules, skills, language, norms, interests, and even religions .

In addition, cultural diversity includes the idea that every individual is special and could positively contribute to understand others who are not the same as him. The visions of different scholars on cultural diversity are as follows:

Cox (1994) defines cultural diversity as various identities such as race, ethnicity, nationality, religion, gender, and other dimensions of difference derived from membership in groups that are socio-culturally distinct. So, they collectively have certain norms, values or traditions that are different from those of other groups.

(Purnell & Paulanka 1998), who share the same view as Cox (1994) claim that cultural diversity encompasses issues of perceived and real matters such as age, gender, ethnicity, disability, religion, lifestyles, family and kinship, preferences, traditional dress, language or dialects, educational and occupational status and other factors,

In the same vein, Doherty and Chelladurai (1999) affirmed that cultural diversity refers to a unique sets of values, beliefs, attitudes, and expectations, as well as language, symbols, customs, and behaviours, that an individual possesses by sharing some common characteristic with others. However, Lott defined it "as one part of human beings' nature" (Lott, 2010, p. 5).

Moreover, according to Ivancevich and Gilbert (2000) and Nkomo and Cox (1996), the concept of cultural diversity is specific and contextual. Many scholars and researchers consider cultural diversity a manifest difference that sets apart one individual from another; this description covers a wide range of obvious and hidden qualities. In brief, cultural diversity is the existence of various cultural groups within a society.

2.10.3. Characteristics of Diversity

2.10.3.1. Multidimensional

Diversity is multidimensional; because it includes both visible and invisible dimensions of human beings such as gender, race, age, socio-economic status, physical abilities, religious beliefs, and political beliefs.

2.10.3.2. Inclusion

Diversity includes all kinds of culture belonging to different parts of the world. The fact that every culture has its own status and characteristics does not mean that it represent a threat to other kinds of cultures. In reality, the varieties of culture that exist through the globe are not opposed to each other. Therefore, all cultures should be valued. Also, there is no authority that has the right to neglect, or marginalize or exclude a given culture under the pretext that it belongs to a minority. Inclusion must be maintained to create a complementary among various cultures.

If handled properly, diversity can bring a wide range of advantages to the society including tolerance, acceptance and the ideal of living together in peace.

2.10.4. Benefits of Cultural Diversity

Cultural Diversity helps people or communities to live together as one family without problems. Also, it helps them to interact positively with each other. For sure, when people interact, taking into account their differences as well their similarities, they will bring mutual understanding inside them. Through dialogue and reciprocal respect, people learn other` cultures. "Increased interaction between ethnic cultures would produce social and economic innovations that would drive the cities' prosperity and quality of life " (Landry 2008 p.14). The most successful interactions occur when nations from various backgrounds share experiences. Today, individuals with various cultural settings ,knowledge, and skills tend to cohabite with other culture in what seems to be network society (Inglis, 2008,).

Through interacting with cultures, people learn how the behave, how they communicate in different cultures and what they like or dislike to avoid misunderstandings among different communities. Lott says that 'within cultures, we practice and learn how to behave and what to believe and feel, in accord with prescriptions and proscriptions transmitted to us across time from significant others. Cultural influences continue to shape the specifics of development and obvious ways of doing things (Lott, 2010, p. 16). Communicating across differences is not easy; the more significant the cultural distance, the more difficult it gets. There is much room for

misinterpretation and misunderstanding and a lack of knowledge of how people with different values or other cultures work and think." A culture cannot develop without diversity" (Landry, 2008, pp. 5-6).

Cultural diversity is crucial for interactions. It plays a vital role in the workplace, such as helping employees to work and communicate with different types of workers and customers. According to Cox, Karsten, and Konrad a diverse employee base can better understand and communicate with different types of customers and thus better serve their diverse needs (Cox, 1993; Karsten, 2006; Konrad, 2003)

Another fundamental importance that needs to be emphasized is that diversity can be a knowledge source for problem-solving (Karsten, 2006; Richard, Mc Millan, Chadwick, & Dwyer, 2003).

2.10.5. Influence of Cultural Diversity on Communication Process

The concept of communication refers to interactions with others, while culture at its highest level includes beliefs, laws, art, and many things. In communication, it refers to the impact of cultural characteristics of communicators on this process. According to Lott," culture is a central social psychological concept; it is a social construction" (Lott, 2010, p. 16)

Culture impacts everything individuals do in their daily life, such as; what food they eat, which language they speak, what clothes they wear, the way they think, how they work, what topics are deemed appropriate for their conversation, and even how they communicate. The relationship between communication and culture is a very complex. In that sense, cultures are created through communication. Accordingly, communication is the human interaction through which cultural characteristics are created and shared. Culture in which the individual is socialized influences how they communicate. It is easy to speak with the person who lives in the same country and has the same culture and beliefs unlike speaking with a person from other countries with their own cultures, especially if we are not aware about their traditions.

In this context, cultures give a sense to social communication. No doubt that without

mastering the art of communicating, it would be impossible to preserve and understand cultural characteristics from one place to another and from time to another. Therefore through communication, culture is created, shaped, transmitted, and learned. Hence, culture is made with social interaction that affects communication both in verbal and nonverbal ways.

2.10. Culture

2.11.1. Characteristics of Culture

Culture has five essential characteristics: it is acquired, shared, based on symbols, integrated, and dynamic. All cultures share these basic features.

2.11.1.1. Culture is Acquired

Culture is not inherited biologically, but it is learned in society. It is not created with a person but is acquired from mixing with others. For example, drinking, eating, dressing, walking, behaving, and reading are all learned by man in his daily life. While all human beings have biological needs, such as food and sleep, the only way they meet these needs varies across cultures. According to Halliday (1978), language has a specific system, which allows the transmission of cultural norms and standards.

2.11.1.2. Culture is Shared with Others

persons share culture with other members of their group, and they can act in socially appropriate ways and that are attentive to the way how others act. Palispis (2007) sees that society consists of many people who share and transmit a common culture among each other.

2.11.1.3. Culture is Set of Symbols

A symbol is a tool or something that represents or stands for something else. Such as language, money, and art are all symbols that vary cross-culturally. When people in one culture agree to use it, it has one meaning. Language is the most essential symbolic component of culture.

2.11.1.4. Culture is Integrated

Various parts of culture are integrated, and every newly introduced element is also integrated. So, the multiple parts of the same culture are interconnected to form a unity of norms and believes.

2.11.1.5. Culture is a Dynamic Process

This characteristic means that cultures interact and cohabitate. Because most cultures are in contact with other cultures, they exchange ideas and symbols. As a result, all cultures are subject to many mutations to be adapted to the changing environments.

Various anthropologists, sociologists, and experts have conceptualized a variety of models of culture; Hofstede's is one of them.

Hofstede's (1984) finds six work-related cultural dimensions, including power distance, uncertainty avoidance, individualism, and masculinity. The six well-known dimensions that Hofstede examined are:

2.11.2.1. Power Distance Index (PDI)

This dimension measures that the level to which the less robust workforce of the organization recognizes an unequal distribution of power is accepted. The hierarchal level can determine it in an organization and the distance between social classes. The primary concern about this is how society deals with the disparities among people.

2.11.2.2. Individualism versus Collectivism (IDV)

Individualism indicates an incoherent social network in which people give priority to themselves and their immediate family members. On the contrary, collectivism implies a tightly social framework in which people believe in taking care of each other in the integrated group

2.11.2.3. Masculinity versus Femininity (MAS)

The values considered in the case of masculinity are achievement, heroism, assertiveness, and material reward for success. In contrast, values such as cooperation, humility, care for the

weak, among others., are included in the femininity aspect of this dimension.

2.11.2.4. Uncertainty avoidance index (UAI)

It refers to a degree to which people avoid uncertainties or are threatened by a lack of structure and the extent to which they control their future.

2.11.2.5. Long-term versus Short-term Normative Orientation (LTO)

People with short-term orientation are normative thinkers, and they show great respect toward traditional values.

2.11.2.6. Indulgence versus Restraint (IND)

A society which permits relatively free gratification of basic and natural human drives related to enjoying life and having fun represents indulgence. On the contrary, restraint stands for a society that suppresses gratification.

Summary

This chapter has been devoted to explore the concepts of Intercultural Communication and Intercultural Communicative Competence, explain how scholars from various fields conceive them, and reveal the way it is linked to language.

Chapter Three: Research Methodology

The previous chapter was dedicated to the research literature review covering key issues such as Intercultural Communicative Competence, culture, and diversity, among other concepts. This chapter describes the research methodology adopted in this study and the procedures to analyse the collected data. It consists of five subsections: The research design, the sampling, the instrument, the procedures, and the data analysis. Each of them is given much attention.

3.1. Research design

This research examines the participants' perceptions about the effects of teaching intercultural communicative competence to enhance students' awareness of cultural diversity. To achieve the previously mentioned aim, the study relies on a mixed-method based on a combination of quantitative and qualitative approaches.

3.2. Sampling

The study sample consisted of 30 participants randomly chosen as we deem that it is the most appropriate one that fits the purposes of our investigation.

The participants of this research were 30 EFL Master 2 students Language and communication stream who were randomly selected from the whole population of the study. The sample consists of 06 males and 26 females.

The main reason behind choosing English Master2 students to be the focal point of this research is that they have studied the Intercultural Communication Competence module for three semesters at the University of Khemis Miliana. We expect to generate the results and findings for all the population of Master 2 EFL students.

3.3. Data collection instrument

3.3.1. Students' Questionnaire

The questionnaire was designed and handed to EFL students, and it was filled and sent back three weeks later.

Considering ethical issues, the opening of the questionnaire stated clearly that the data collected will remain confidential and used solely for academic purposes. Furthermore, we informed the informants that they were obliged to collaborate with us under no condition in this study.

Taking into account the scope of the research, the objective of the questionnaire is to gather data information from participants about the impact of teaching Intercultural Communicative Competence to EFL Master students. Moreover, to similarly discover through informants' perceptions whether or not the objectives assigned to ICC have reached their ultimate goals. The questionnaire is a helpful investigation instrument for collecting a series of organised opinions related to a vast research field (Brace, 2008, p 5)

3.3.2. The Description of the Students' Questionnaire

The instrument of the research adopted in the present research is divided into five sections presented as follows:

The first section concerns the demographic information of participants. It is composed of two questions (1 to 2). This section included close-ended questions intended to provide information about the gender and age of the targeted sample of the study.

The second section is under the title of language learning. It encompasses eight questions (03 to 10). These questions are intended to gather respondents' opinions about a wide range of matters, such as the reason for choosing English as a foreign language at University and the importance of knowing about the culture of English speaking people. In addition to the most

critical aspects of culture to be considered in teaching a foreign language, its distinctive features, besides the question of integrating cultural elements in language teaching and the main objective of teaching culture in language classes.

The third section refers to the role of the teacher in promoting Intercultural Competence and comprises five questions (11 to 15). This section examines informants' views about their expectations toward a foreign language teacher to develop their competencies, attitudes, knowledge, skills, and awareness of culture. Besides, their role in guiding students to read and search topics related to foreign cultures and use the best method to teach intercultural communicative competence. In addition to the enormous challenge facing teachers to incorporate cultural dimensions in their lessons and the role, teachers should play in creating cultural awareness.

The fourth section, entitled Cultural Awareness, contains four questions (16 to 15). It is concerned with respondents' opinions concerning the term "cultural awareness", the notion of "culture", the significant purpose of cultural awareness and their evaluation of Intercultural Communication Competence courses.

The fifth-section of the questionnaire, which is made up of three questions (20 to 22), is entitled Students 'conception of cultural diversity. It is devoted to revealing participants' views linked to issues such as: whether or not the intercultural communication course boost EFL learners' curiosity to discover new cultures, intercultural communication course boost EFL learners' curiosity to discover new cultures, and to which extent the intercultural communication competence courses were beneficial for them to be aware of cultural diversity, and finally their opinions about the principal barriers and obstacles of cultural diversity.

3.4. Data Collection Procedures

3.4.1. Piloting Stage

To assess the validity of the questionnaire contents, a selected group of Master 2 students were asked to review it and inform us about its aspects that pose clarity problems.

The reason behind piloting the questionnaire is to ensure that all questions are correctly formulated and allow respondents to answer them without ambiguity. Besides, much consideration should be taken into account when designing a questionnaire. For example, unclear questions could generate an eventual vagueness which might be a factor of bias that affects the reliability of the results. In addition, the piloting phase allows the researcher to add sections or questions that contribute to covering different aspects of the study that have been forgotten during the drafting period of the research tool.

The piloting step showed many shortcomings regarded the first version of our questionnaire. According to the opinions of volunteer students who took part in the piloting process, the questionnaire had many weaknesses.

The students who participated in the piloting provided us with precious remarks that can with presented as follow:

-The questionnaire is too long (previously it contained 42 questions), which takes much time to fill.

- The addition of a section concerning the role of the teacher in valuing ICC teaching.
- The reformulation of specific questions proved to be vague.
- The addition of close-ended questions (Yes or No questions)
- The rewording and clarification of imprecise instructions.

Finally, they advised us to revise the first version of our questionnaire.

After receiving the feedback from participants who piloted our questionnaire, we proceeded to redesign the questionnaire and review the questions to give it a new form. Consequently, a new section concerning promoting IIC teaching was included. Also, the number

of questions was shortened. Taking into account all valuable remarks from participants we brought a necessary adjustment to our questionnaire.

Having been reviewed by Students, the new questionnaire contained 22 items relevant to the research subject.

3.4.2. Administration of the Students' Questionnaire

The questionnaires were distributed to Master 2 EFL students at the University of Khemis Miliana on 9th March, 2022. we provided participants with all information about our research objectives, making it clear that their positive contribution would be of great importance for us to achieve our research purposes. We added further information and details to participants who wanted more clarifications about certain study aspects for the same purpose. We gave informants sufficient time to fill the research tool and handed it back. It is important to note that we received 30 copies of filled questionnaires out of 62 previously sent.

3.5. 3.5 Data analysis Procedures

The pieces of information, views and opinions collected from participants through the questionnaire were subject to deep analysis and treatment via sophisticated software. We relied on Statistical Package for the Social Sciences used in social sciences. It provided the researcher with accurate numeral data: frequencies and percentages related to the multi-choice questions (Koran, 2012). All the data gathered will be of great help when we discuss and interpret the participants' responses in chapter three.

The modern data information technologies facilitated our task concerning the procedures and helped us save time and preserve efforts.

Summary

Regarding our research proposal and the previously formulated hypothesis, this chapter is devoted to identifying the several steps required to be confirmed with the norms of the methodology. Our research investigation's subject matter necessitated progressively following several steps: choosing the sample from the study population, designing and piloting the questionnaire, administrating the research instrument, and collecting data. Every step completed

the previous one. Chapter four will concern data analysis and interpretations.

Chapter Four: Results, Discussion and Recommendations

This chapter contains the practical part of our Master's research. It exposes the analyses and the findings based on the collected data in the framework of the theoretical part. It deals with the impact of intercultural communicative competence teaching on raising students' awareness of cultural diversity. The interpretation of these results and findings aims to answer the research question and confirm or reject the hypothesis formulated previously.

4.1. Data Presentation and Analysis of the Questionnaire

The questionnaire is divided into five main sections: demographic information, language learning, the role of the teacher in promoting intercultural competence, cultural awareness and students" conception of cultural diversity.

The data gathered from participants are analysed using illustrated tables, including the options and percentages. Every question is analysed and discussed separately.

> Section one: Demographic information

Question1:

What is your gender?

Options	Frequency	Percentage
Male	06	20%
Female	26	80%
Total	30	100%

Table 1: Students' gender

The total participants in this survey are 30 EFL Master 2 students. Among them were 26 females and 06 males.

We noticed from the above table that most of the sample is females (80 %) and only (20 %)

males. The gender percentage has no direct repercussions on the result of the study; however, it probably gives us indices that certain specialities attract girls in Algerians Universities, such as foreign languages, especially English.

Question 2:

What is your age?

Age range	Frequency	Percentage
20-29	25	83.30%
30-39	05	16.70%
40-49	00	00%
50-59	00	00%

Table 2: Students' age

According to students' responses connected to age, the majority of the sample, 25 respondents, with a percentage of 83.30%, ranged between 20 to 29. However, just 05 students (16.70 %) ranged between 30 to 39. The table illustrating students" age shows clearly that the population frequenting the University is youth. Table 2 shows no age range among participants between 40 to 49 and between 50 to 59.

> Section Two: Language learning

Question 3:

What is the reason behind choosing English as a foreign language at University?

A-o To improve my level of proficiency in the English language;

B-o To use English for practical purposes;

C-○ To increase my vocabulary;

D-o To acquire a cultural knowledge;

Options	Frequency	Percentage
A	13	43.30%
В	15	50.00%
С	01	03.30%
D	01	03.30%
Total	30	100%

Table 3: The reasons that lead students to choose English as a foreign language

According to students' views, various reasons are behind choosing English as a foreign language in University. Half of the participants (50.00%) said they chose it for practical purposes. At the same time, 43.30% of them recognised that they prefer learning English to improve their proficiency in this language. In addition, a small portion of students from the whole sample, 03.30%, opted for vocabulary activities. Nevertheless, it is surprising that a minority of participants, not exceeding 03.30%, mentioned that they learn English to acquire cultural knowledge. That is to say, the majority of respondents neglect the cultural aspect of language, which is, in our view, very fundamental.

Considering the students' opinions concerning this item, it is worth mentioning that developing foreign language skills require students to master the rules of the forms and structures, such as grammar or syntax. However, they also need to be proficient in the socio- cultural dimensions of language.

Question 4:

Do you think that EFL learners must know about English-speaking people's culture?

B-o No

Options	Frequency	Percentage
Yes	26	86.70%
No	04	13.30%
Total	30	100%

Table 4: *students' views about knowing the culture of English speaking people*

In response to this question, a majority of 86.70% of the targeted sample study gave an affirmative response. They admitted that EFL learners must know about English-speaking people's culture. However, a small percentage of 13.30% who responded with (No) had opposed opinions.

Language and culture are linked together. In this sense, learning English is a process in which an individual should be aware of his own culture and the other cultures as well (Morgan,1995, p. 9).

From this view, people begin to think about how they can acquire such competences and attitudes to communicate effectively. The field of language education plays an essential role in offering them what they need and helping them learn a new foreign language (Hoang-Thu, 2010). Many researchers have already discussed the issue of teaching culture with language. However, the question is if teachers and other researchers identify its fundamental importance and try to make others understand its apparent role in learning a new language (Hoang-Thu, 2010).

Ouestion 5

Which aspects of culture do you consider most important in teaching a foreign language?

A-o Traditions and customs;

B-o History and civilisation;

C-o Popular culture, legends and myths;

D-o Religion;

Options	Frequency	Percentage
A	06	20%
В	12	40%
С	07	23.30%
D	05	16.70%
Total	30	100%

Table 5: Aspects of culture in teaching a foreign language

Forty percent (40%) of participants in this questionnaire considered that history and civilization are the most important in teaching a foreign language. The relatively high percentage of students who opted for this choice may be interpreted that EFL students have already known the two aspects of culture in previous years at University in modules such as British and American civilizations. Given that, 23.30% of respondents, popular culture, legends and myths are more appropriate to learning culture.

Compared to the four other options, 20% of informants declared that traditions and customs are a determinant aspect of culture. A minority among students, 16.70%, selected the four options related to religion. Only 5 participants deemed that religion is an aspect of culture

Question 6

In terms of culture, which is the most distinctive feature that comes to mind?

- A-O Mass media, cinema, music, literature and community art;
- B-o Lifestyle, family structure and interpersonal relationships;
- C-o Traditions, customs and institutions;
- D-o Social and language knowledge

Options	Frequency	Percentage
A	06	20%
В	16	53.30%
С	06	20%
D	02	06.70%
Total	30	100%

Table6: The most distinctive feature of culture

When asked about the distinctive feature of culture, 53.30% of the respondents chose lifestyle, family structure and interpersonal relationships. Lifestyle and familial structure profoundly influence culture, and it shapes profoundly. The two Options (A) related to mass media, cinema, music, literature and community art and (C) received the same score of 20%. While only a small number (02 participants) with a percentage of 06.70%, social and language knowledge are a significant part of culture. Regarding the low percentage of students who said that language is part of culture. A question must be asked: How could most EFL students' respondents be separated between language and culture?

Question 7

What kind of cultural information should be taught in language classes?

A-o Traditions and customs;

B-o Daily lifestyle, food and dress culture;

C-o Architectural structures, music, literature and art;

D-o Communicative features such as body language and idioms;

Options	Frequency	Percentage
A	23	76.70%
В	03	10.00%
С	04	13.30%
D	00	00%
Total	30	100%

Table 7: The cultural information that should be taught in language classes

This question investigates teachers' opinions about the best way to make students quickly benefit from cultural aspects.

The results shown in table 7 reflected that the majority of participants, 76.70% claimed that teaching culture should include Traditions and customs. However, 13.30% of them declared that architectural structures, music, literature and art must be included in the language teaching curriculum. A small percentage of 10.00% estimated issues such as daily lifestyle, food and dress culture influential in the language classroom. All interrogated students excluded communicative features such as body language and idioms from being part of language learning. Option D scored 00%.

Question 8

In your opinion, should cultural elements be integrated into language teaching?

A-oYes

B-ONo

Options	Frequency	Percentage
Yes	23	76.70%
No	7	23.30%
Total	30	100%

Table 8: Students' opinions about the integration of culture in language teaching.

Concerning the position of students on whether to integrate culture into the learning process or not, the above table demonstrates that the majority of students (76.70%) agree about the integration of culture in language teaching. Whoever, a minority of 23.30% of informants declared that they are opposed to the integration of culture in the language classroom. The question of including culture in language sessions or excluding it divides opinions but what is noticeable is that the majority of participants have an integrative vision.

The modern teaching methodologies included culture in the curriculum to improve students' linguistic performance. Undoubtedly, culture was a determining factor for success in language acquisition, and it would be naive to assume that acquiring a new language is simply mastering only a linguistic system. In this context, teaching culture to foreign language learners helps them be exposed to a new culture and different ways of thinking.

Question 9:

Through which way should cultural topics be taught?

A-O It should be included in the course book content;

B-0 With novels and stories;

C-o By discussing cultural experiences;

D-0 With videos and documentaries;

Options	Frequency	Percentage
A	11	36.70%
В	04	13.30%
С	09	30.00%
D	06	20.00%
Total	30	100%

Table 9: The ways cultural topics should be taught.

Participants are asked to give their views about the teaching ways that could best promote cultural understanding among learners, 36.70% of them declared that it is preferable to teach culture course book content to reach this goal. A percentage of 30.00% opted for teaching culture by discussing cultural experiences. The enquiry also demonstrated that 20.00% of respondents declared that the best tools to acquire culture are videos and documentaries.

According to a minority of 13.30% of students précised that novels and stories could be the appropriate ways to gain cultural knowledge. A small portion of participants that opted for novels and stories proved that students are not keen on reading.

Indeed, deciding the appropriate way to teach culture is closely related to the objectives of teaching culture and the means deployed. These methods continue to be developed over time and ever the setting.

Question 10:

What should be the primary objective of teaching culture in language classes?

- A-o To create awareness about other cultures and people;
- B-o To develop our own cultural understanding;
- C-o To develop our thinking skills;
- D-o To gain skills in comparing cultures;

Options	Frequency	Percentage
A	24	80.00%
В	06	20.00%
С	00	00%
D	00	00%
Total	30	100

Table 10: The main objectives of teaching culture in language classes

The responses indicated that most informants (80.00%) agreed that teaching culture in language classes aims to create awareness about other cultures and people. While a percentage of 20.00% asserted that culture targeted the development of cultural understanding. All participants, 100%, excluded the last two options, C and D, purposely, tacitly they could say that developing thinking skills and comparing cultures is not among the objectives of teaching culture. We can ascertain that culture, language, and culture are considered two facets of the same coin.

> Section Three: the role of teacher to promote intercultural competence

Question 11:

A foreign language teacher is expected to facilitate the development of competences in attitudes, knowledge, skills, and awareness of culture.

A-o Strongly agree

B-o Agree

C-o Partially disagree

D-o Totally disagree

Options	Frequency	Percentage
Strongly agree	10	33.30%
Agree	14	46.70%
Partially disagree	05	16.70%
Totally disagree	01	03.30%
Total	30	100%

Table 11: *The role of a foreign language teacher in developing competences.*

A large percentage of 46.70% of the respondents agree, and 33.30% strongly agree that the foreign language teacher is expected to develop attitudes, knowledge, skills, and cultural awareness competencies. There is no doubt that teachers in the language classroom play a distinctive role in guiding and accompanying learners in dealing with the complex notions of overseas cultures.

Maybe the participants, who partially or totally disagreed with this assertion with a percentage respectively of 16.70% and 03.30%, thought that the EFL student, at that stage, has a part of the responsibility and a certain autonomy to discover foreign cultures by themselves.

Question 12

Does your teacher encourage you to read and search topics related to foreign cultures?

A-o Yes

B-o No

Options	Frequency	Percentage
Yes	15	50%
No	15	50%

Total	30	100%

Table 12: Encouragement of students by the teacher to read and search topics of culture

The percentage of respondents concerning this item is equal. The illustrative table (see table 5)
indicates that 50% of students said they are encouraged by their teacher to read and search topics
related to foreign cultures. The same percentage, 50% of participants mentioned that their teacher
does not encourage them to broaden their cultural knowledge through personal research and
reading.

Whatever the divergences of students' opinions and to which degree it is representative of the whole population of the study, the motivation of teachers is significant and extremely important. It paves the way for the learner to develop his self-learning and curiosity about multiculturalism.

Question 13:

In your opinion, what is the best method of teaching intercultural communicative competence?

- A-o Direct verbal intercultural communication;
- B-ORole-play dialogues of different social situations;
- C-o Discussing cultural aspects that appear in texts;
- D-o Reading texts on some aspect of culture;

Options	Frequency	Percentage
A	08	26.70%
В	12	40.00%
С	06	20.00%
D	04	13.30%
Total	30	100%

Table 13: *The best method for teaching intercultural communicative competence*

This item asks Master students to choose the best method for teaching intercultural communicative competence. There are multiple opinions reflecting their perceptions, with a variety of percentages. For 40.00% of participants, role-play dialogues of different social situations are appropriate for teaching culture. About the same issue, 26.70% of them recognised that direct verbal intercultural communication is their method of predilection. In addition, 20.00% of them considered discussing cultural aspects that appear in texts as the best method that fits students' need to learn about culture. The remaining percentage, 13.30%, selected the fourth option for reading texts on some aspect of culture.

In fact, it is up to the teacher to adopt the method of teaching culture, taking into account students' needs, their level, the context of teaching and what kind of objectives he/she wants to reach.

Question 14

What is the big challenge facing teachers in incorporating cultural dimensions in their lessons?

A-O Students are reluctant to learn about foreign cultures;

B-o Lack of time to deal with all aspects of culture;

C-o The curriculum is not appropriate for teaching culture;

D-o Lack of experience with cultural diversity;

Options	Frequency	Percentage
A	15	50.00%
В	06	26.70%
С	03	10.00%
D	04	13.30%

Total	30	100%

 Table 14: The big challenge facing teachers in incorporating culture.

According to half of the informants, 50.00%, the big challenge facing teachers in incorporating cultural dimensions in their lessons is that students are reluctant to learn about foreign cultures. In the same issue, 26.70% estimated that the lack of time is the challenge in dealing with all aspects of culture. The position of the category of informants reveals that they were satisfied with the hours devoted to studying culture. Other respondents do not share these views. According to 13.30% of them, teachers are not challenged by the lack of time but rather a lack of experience in cultural diversity. A minority attributed this challenge to the inappropriateness of the curriculum. Teachers have to select the appropriate methods and techniques that fit students' needs to facilitate the learning process so that students feel comfortable. They should also adapt their teaching strategies to students' needs (Diafi, 2017).

Whatever teachers use to convey cultural concepts to students, the objective is to reach the ultimate goal, which is to make learners culturally competent. The ends justify the means, as it is said.

Question 15

What role should the teacher play in creating cultural awareness?

A-o presents cultural differences and similarities;

B-o Encourages students to have respect for other cultures;

C-o Increases interest in other cultures:

D-o Combines cultural knowledge and personal experience;

Options	Frequency	Percentage
A	19	63.30%
В	07	23.30%
С	03	10.00%
D	01	03.30%
Total	30	100%

Table 15: The role of teacher to create cultural awareness.

In response to this question, a significant number of participants, equivalent to 63.30%, declared that the teacher should inform learners about cultural differences and similarities to create cultural awareness. A non-negligible number comprised 23.30%, estimated that the role of the teacher is to encourage students to have respect for other cultures. For a small rate of 10.00% among the respondents, the teacher has to increase students" interest in other cultures to raise culture. A meagre score under 04% represents an opinion of one participant considering that combining cultural knowledge and personal experience is part of teachers' role in enhancing cultural awareness of foreign language students.

> Section four: Cultural Awareness

Question 16:

Are you familiar with the term "cultural awareness"?

A-oYes

B-ONo

Options	Frequency	Percentage
Yes	25	83.30%
No	05	16.70%
Total	30	100%

Table 16: *The familiarity of participants with the term "cultural awareness.*

If we refer to participants' answers, a high percentage of 83.30% responding by (Yes) claimed that they are familiar with the term "cultural awareness". Nevertheless, 16.70% of the total number of the study sample who said (No) declared that they are not accustomed to this notion.

What is worth précising is that participants might hear the word "cultural awareness". It is used in revues and TV debates, and other domains. However, not all of them probably know its exact meaning.

Ghorbani (2012) explains that cultural awareness can positively impact individuals. It can also help them acquire positive behaviours to deal with various cultures.

Due to globalisation, the world is going through profound changes. As a result, people discover multiculturalism, so the need for cultural awareness becomes more than a necessity to overcome misunderstandings among cultures. Cultural awareness should be an essential component in learning and teaching a foreign language, mainly for EFL students.

Question 17:

What does the word "culture" mean to you?

A-o Beliefs, attitudes, ways of behaviour and norms;

B-o A set of social rules;

C-o Arts, architecture and literature;

D-o Traditions and other things shared by people;

Options	Frequency	Percentage
A	11	36.70%
В	08	26.70%
С	06	20.00%
D	05	16.70%
Total	30	100%

Table 17: *Students «conception of the term "cultural"*

Concerning the definition of culture, a large percentage of respondents (66.67%) mentioned that culture is the combination of what a society does and thinks and a set of beliefs, attitudes, art, law, morals, customs, and norms. However, a significant percentage of instructors (25%) declared that culture is a set of beliefs, attitudes, art, law, morals, customs, and norms. In contrast, only one teacher (8.33%) stated that culture is what a society does and thinks. This suggests that culture is a

flexible concept with many definitions.

Question 18

What is the significant purpose of cultural awareness?

- A-o Providing the opportunity to interact with native speakers;
- B-o Examining critically others" cultural values;
- C-o Comparing between native culture and target culture;
- D-o Enhancing openness to cultural diversity;

Options	Frequency	Percentage
A	09	30.00%
В	13	43.30%
С	03	10.00%
D	05	16.70%
Total	30	100%

Table 18: The purpose of cultural awareness.

Participants do not share the same point of view when it comes to the purposes of cultural awareness; therefore, their conceptions about this matter differ from one group of respondents to another. In this regard, a total number of 13, equivalent to 43.30%, said that cultural awareness is critically examining others' cultural values. Statistics also mentioned that 30.00% of participants declared that the goal of cultural awareness is providing language learners with the opportunity to interact with native speakers. In the same matter, 16.70% of informants précised that the importance of CA resides in allowing learners to be open to cultural diversity. Only 10.00% of persons taking part in the survey indicated that

CA helps students to compare between native culture and target culture.

Question 19

How do you qualify Intercultural Communication Competence courses?

A-o Very Attracting

B-o Attracting

C-o Enjoyable

D-o Boring

Options	Frequency	Percentage
Very Attracting	12	40.00%
Attracting	11	36.70%
Enjoyable	06	20.00%
Boring	01	03.30%
Total	30	100%

Table 19: Students' qualifications of Intercultural Communication Competence courses

A percentage of 40.00% of participants opted for the first choice. The qualified intercultural communication competence courses as very attractive. Another part of the participants, 36.70%, deemed Intercultural Communicative sessions attractive. Furthermore, 20.00% of respondents estimated that ICC content is enjoyable. Only an insignificant percentage of informants judged Intercultural Communicative classes boring. There is no possibility to know how participants could justify their choices, as the model adopted in this survey is a Likert Scale question.

> Section five: Students 'conception of Cultural diversity

Question 20

In your opinion, do Intercultural Communication courses boost EFL learners' curiosity to discover new cultures?

 \circ Yes

 \circ No

Options	Frequency	Percentage
Yes	22	73.30%
No	08	26.70%
Total	30	100%

Table 20: The Importance of Intercultural Communication course to discover new cultures

Informants who answered "Yes" represented 73.30% of the total sample. This high rate of respondents claimed that the intercultural communication course boosts EFL learners' curiosity to discover new cultures. While a low percentage of participants who responded by No affirmed that Intercultural Communication did not help them discover other cultures. In the minority view, ICC had no impact on them.

Question 21

Do you think you are more aware of cultural diversity after completing intercultural communication Competence courses?

A-oYes

B-oNo

Options	Frequency	Percentage
Yes	18	60.00%
No	12	40.00%
Total	30	100%

Table 21: The influence of Intercultural Communication Competence courses on Cultural Diversity

A high percentage of 60.00% of participants responded with (Yes). This category of students claimed that after completing intercultural communication competence courses, they are more aware of cultural diversity. However, in the view of respondents by (No) with a significant rate of 40.00%, which is approximately half, they recognised that ICC courses did not help them be aware of cultural diversity.

22. In your opinion, what is the principal barrier to Cultural Diversity?

A-o Ethnocentrism

B-o Discrimination

C-o Stereotype

D-o Prejudice

Options	Frequency	Percentage
Ethnocentrism	13	43.30%
Discrimination	07	23.30%

Stereotype	09	30.30%
Prejudice	01	03.30%
Total	30	100%

Table 22: The principal barriers to Cultural Diversity

The statistics of participants" answers linked to this item mention that 43.30% of responses estimated that the principal barrier to cultural diversity is Ethnocentrism. This latter refers to how people view their own culture compared to other cultures Lin & Rancer (2003).

Informants who said that Stereotype is the main obstacle to cultural diversity are 09 out of 30 with a percentage of 30.30%. Among the other options is considered to be among the factors negatively affecting the notion of diversity. An insignificant rate of cultural diversity. An insignificant number of participants with 03.30% claimed that prejudice is behind the misunderstanding of the notion of diversity.

Cultural obstacles can be challenged, allowing learners to successfully learn language and multicultural understanding (Diafi, 2017). A negative attitude toward the target culture is synonymous with intolerance, rejection of otherness and cultural differences. Generally, different problems might occur during cultural communication and lead to misunderstanding (Jandt, 2004).

4.2. Discussion of the Questionnaire's Results

Based on participants' views, there are various reasons behind choosing English as a foreign language at University. Half of the participants, 50.00%, said they chose it for practical purposes. However, a minority of participants, not exceeding 03.30%, mentioned that they learn English to acquire cultural knowledge. In addition, 86.70% of the informants admitted that EFL learners must know about English-speaking people's culture. At the same time, 40%

of participants in the survey considered that history and civilisation are the most important in teaching a foreign language. Noting that students are familiar with two aspects of culture learnt in previous years at University in modules such as British and American civilisations.

When asked about the distinctive feature of culture, 53.30% of respondents chose lifestyle, family structure and interpersonal relationships. In fact, lifestyle and familial structure deeply influence culture, and it shapes profoundly, especially in Arabic societies such as Algeria.

The majority of participants, 76.70%, claimed that teaching culture should include traditions and customs. However, 13.30% of them declared that architectural structures, music, literature and art need to be included in the language-teaching curriculum.

Concerning the students' position on integrating culture into the learning process or not, statistics demonstrate that the majority of students (76.70%) agree about the integration of culture in language teaching, whoever a minority of 23.30% of informants declared that they are opposed to the integration of culture in the language classroom.

Besides, the responses collected indicated that the overwhelming majority of informants (80.00%) agreed that the main objective of teaching culture in language classes is to create awareness about other cultures and people.

A large percentage of 46.70% of the respondents agree, and 33.30% strongly agree that the foreign language teacher is expected to facilitate the development of competences in attitudes, knowledge, skills, and awareness of culture. Fifty (50%) of the respondents said that their teacher encouraged them to read and search topics related to foreign cultures. The same percentage, 50% of the participants mentioned that their teachers do not encourage them to broaden their cultural knowledge.

Concerning the best method for teaching intercultural communicative competence, respondents' opinions reflect their various perceptions. For 40.00% of participants, role-play dialogues of different social situations are appropriate for teaching culture.

According to half of the informants, 50.00%, the big challenge facing teachers in

incorporating cultural dimensions in their lessons is that students are reluctant to learn about foreign cultures. In addition, a significant number of participants, equivalent to 63.30%, declared that the teacher, to create cultural awareness, should inform learners about cultural differences and similarities. A non-negligible number comprised 23.30%, estimated that the role of the teacher is to encourage students to have respect for other cultures. If we go back to participants' answers, a high percentage of 83.30% claimed that they are familiar with the term "cultural awareness". Nevertheless, 16.70% of the total number of participants declared that they were not accustomed to this notion. Concerning the definition of culture, a large percentage of respondents (66.67%) mentioned that culture is the combination of a set of beliefs, attitudes, art, law, morals, customs, and norms. It is worth mentioning that participants do not share the same point of view regarding cultural awareness; consequently, their conceptions about this matter differ from one to another. In this context, 13, equivalent to 43.30%, said that cultural awareness is critically examining others' cultural values. A high percentage of informants

A percentage of 73.30% of the respondents claimed that intercultural communication courses boost EFL learners' curiosity to discover new cultures.

Remarkably, 60.00% of participants claimed that they are more aware of cultural diversity after completing intercultural communication competence courses. However, given a significant rate of 40.00%, which is approximately half, it recognised that ICC courses did not help them be aware of cultural diversity.

The statistics of participants" answers linked to this item mention that 43.30% of responses estimated that the principal barrier to cultural diversity is ethnocentrism.

In the light of the previous results, we confirm our hypothesis concerning reconsidering the importance of ICC skills in English language teaching to enhance students' awareness.

Therefore, it is necessary to give due consideration to ICC teaching/ earning in higher education to reach the desired goals. We conclude that intercultural communicative competence teaching had a relative impact on raising Master 2 EFL students' awareness of cultural diversity.

4.3. Pedagogical implications

Here are pedagogical implications of incorporating ICC in English language teaching:

- -Adopting an interactional approach to teach EFL language taking into account the dimension of culture.
- It is vital that EFL students master not only linguistics competence but also intercultural competence.
- -Giving a significant place to culture in EFL curriculums in high education context considering multilingual and multicultural backgrounds.
- Students should have positive attitudes towards incorporating cultural content in teaching.
- Developing cultural awareness of EFL students can be guaranteed through enhancing their knowledge of the target culture.

Using broadcast media as educational to help learners reach their goal in language learning

- Selecting effectives strategies to teach ICC that fit best students" abilities.
- -Dedicating more time to teaching ICC supported by practical lessons.
- -Remediating the existing gaps concerning the evaluation the acquisition of culture.
- -Determining the principal sources of difficulties to understand concepts linked to multiculturalism and diversity.
- -Integrating ICT and authentic material in ICC courses presentation.
- -Valuing local researches dealing ICC in Algerian context.
- -Encouraging EFL students to learn multiple aspect of language: not linguistics form but also intercultural competence.
- implementing ICC in language teaching-learning helps learners to build their confidence
- Raising students" motivation and encouraging their positive attitudes towards the foreign culture can be a factor to overcome potential barriers to ICC
- Creating a relaxed atmosphere where all of students participate can be a motivated factor in classroom

All in all, it is worth stressing to give due consideration to ICC and reconsider its place in high education in Algerian context will contributed greatly to form an open citizen to diverse cultures.

To conclude, implementing the appropriate strategy to teach ICC in EFL classrooms is challenging task for foreign language teachers. They should possess Intercultural Communicative Competence skills that allow them to guide their students to new perspectives and new culture. Students, in such case, will be able to understand, accept and respect people from different cultures. Teachers" role is not limited to teach students how to deal appropriately with different settings, but rather, he or she has to reinforce their critical thinking.

Summary

This chapter dealt with three main points: the presentation and analysis of data collected through the questionnaires that have been designed to analyse the representation of 30 EFL Master 2 students concerning the place given to Intercultural Communicative Competence and its impact students' perception of Cultural Diversity. The presentation of the research tool was followed by the phase of the discussion of the results. Based on the results obtained, a list of pedagogical implication have been included in the chapter.

Chapter Five: Conclusion

This chapter comprises a number of points of high importance such as: the study aims and overall findings, the discussion of the research question, the limitation of the Study and finally the recommendation for Future Research.

The literature review attested that incorporating intercultural communication in EFL teaching contributed greatly to develop learners' cultural awareness and help them to overcome the barriers of ethnocentrism and shock of culture.

5.1. The Study Aims and Overall Findings

This research targeted several of aims that should be attained

The first aim of the present study to determine the best methods of teaching Intercultural Communicative Competence for EFL students. As it was intended, this study arrived at determining participants" views about the required methods of teaching Intercultural Communicative Competence for EFL students. The obtained results differ from participant to another. In this regard, the data collective via the questionnaire showed multiple opinions concerning this issue. According to 40.00% of participants, role-play dialogues of different social situations are appropriate methods of teaching culture. Statistics affirm that 26.70% of respondents recognised that direct verbal intercultural communication is their method of predilection. Furthermore, 20.00% of them considered discussing cultural aspects that appear in texts as the best method that fits students' need to learn about culture. (see chapter 3, p.65) Also a percentage of 13.30%, selected the fourth option for reading texts on some aspect of culture.

The second aim of the study is to repertory the main challenges facing teachers in incorporating cultural dimensions in their lessons. In this context, according to half of the participants, 50.00%, the big challenge facing teachers when incorporating cultural maters in their teaching is that students are reluctant to discover foreign cultures. In addition,

26.70% of them estimated that the lack of time is the main challenge in dealing with all aspects of culture. The opinions of former respondents reveals that they were not satisfied about the time devoted to studying culture. Concerning the same question, 13.30% of participants believed that lack of experience to tackle cultural diversity is the principal challenge facing teachers. (see chapter 3, p.67). An insignificant rate of participants attributed this challenge to the inappropriateness of the curriculum.

5.2. Discussion of the Research question

The result of our research showed that Intercultural Communication Competence teaching contributed relatively to enhance Master 2 EFL students" awareness about cultural diversity. That is to say, the impact of this approach on students" rapport with multiculturalism is limited. If we refer to the previous findings, the students in question did not profit at maximum from the various advantages of teaching Intercultural Communication Competence. Therefore, the importance of ICC in English language learning has not always been well recognized. Also, culture and its closest concepts are not familiar to most EFL students.

In the light of this result, the research validates our hypothesis confirming that the adoption of effective ICC"s teaching approaches would promote cultural awareness among students and improve their intercultural competence.

5.3. Limitation of the Study

Every study has several limitations that constrained the research. First, initially we intended to include all Master2 EFL students in the research project, but due to many considerations mentioned in chapter one, we selected 30 among them as a sample. The limited number of participants might be non-representative of the entire population of study. Second, our research is

based on the representations of participants and their visions. In this regard, the respondents" opinions and views may not necessarily reflect their positions. and attitudes.

Nevertheless, we assumed that the respondents were being truthful while answering the questionnaire.

5.4. Recommendations for Future Research

Considering that the main objective of any study is to add something new to the field of knowledge, our research is an attempt to investigate the contribution of Intercultural Communicative Competence teaching on raising awareness about Cultural Diversity among EFL students. Despite our attempt to take into account all the aspects that could bring reliable results, we are certain that other researchers may find gaps and various sides that are not well investigated Thus, this study could be the starting point for further researches

Summary

This chapter focused on various sides such as: the study aims and overall findings, the discussion of the research question, the limitation of the study and finally recommendations for future research. In the light of the previous tackled points, it is worldly considering that it is need to adopt new strategies that value the integration of Intercultural Communicative Competence in EFL classroom and Implement its principles to foster the relation between language and culture.

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Appendix

Students' Questionnaire

Dear Participant,

You are kindly invited to participate in this research by completing the following survey. The questionnaire aims at investigating students" views and visions concerning the impact of Intercultural Communicative Competence on raising their awareness and sensibility about Cultural Diversity. Your contribution will greatly assist us in completing our academic work and enhance the understanding of this research focus. Thank you for taking the time to assist us with this research. The data collected will remain confidential and used solely for academic purposes. Thank you in advance for your cooperation. Instructions: Please, tick the appropriate options.

Section one: Demographic information

Question1:

What is your gender?

A-o Male

B-o Female

Question 2:

What is your age?

A-0 20-29

B-0 30-39

C-o 40-49

D-0 50-59

Section Two: Language learning

Question 3:

What is the reason behind choosing English as a foreign language at University?

A-O To improve my level of proficiency in English language;

B-o To use English for practical purposes;

C-○ To increase my vocabulary;
D-o To acquire a cultural knowledge;
Question 4:
Do you think that it is necessary for EFL learners to know about the culture of English
speaking people?
A-o Yes
B-○ No
Question 5
Which aspects of culture do you consider most important in teaching a foreign language?
A-o Traditions and customs;
B-o History and civilization;
C-o Popular culture, legends and myths;
D-o Religion;
Question 6
Question 6 In terms of culture, which is the most distinctive feature that comes to mind?
In terms of culture, which is the most distinctive feature that comes to mind?
In terms of culture, which is the most distinctive feature that comes to mind? A-o Mass media, cinema, music, literature and community art;
In terms of culture, which is the most distinctive feature that comes to mind? A-o Mass media, cinema, music, literature and community art; B-o Life style, family structure and interpersonal relationships;
In terms of culture, which is the most distinctive feature that comes to mind? A-o Mass media, cinema, music, literature and community art; B-o Life style, family structure and interpersonal relationships; C-o Traditions, customs and institutions;
In terms of culture, which is the most distinctive feature that comes to mind? A-o Mass media, cinema, music, literature and community art; B-o Life style, family structure and interpersonal relationships; C-o Traditions, customs and institutions; D-o Social and language knowledge
In terms of culture, which is the most distinctive feature that comes to mind? A-o Mass media, cinema, music, literature and community art; B-o Life style, family structure and interpersonal relationships; C-o Traditions, customs and institutions; D-o Social and language knowledge Question 7
In terms of culture, which is the most distinctive feature that comes to mind? A-o Mass media, cinema, music, literature and community art; B-o Life style, family structure and interpersonal relationships; C-o Traditions, customs and institutions; D-o Social and language knowledge Question 7 What kind of cultural information should be taught in language classes?
In terms of culture, which is the most distinctive feature that comes to mind? A-o Mass media, cinema, music, literature and community art; B-o Life style, family structure and interpersonal relationships; C-o Traditions, customs and institutions; D-o Social and language knowledge Question 7 What kind of cultural information should be taught in language classes? A-o Traditions and customs;
In terms of culture, which is the most distinctive feature that comes to mind? A-o Mass media, cinema, music, literature and community art; B-o Life style, family structure and interpersonal relationships; C-o Traditions, customs and institutions; D-o Social and language knowledge Question 7 What kind of cultural information should be taught in language classes? A-o Traditions and customs; B-o Daily life style, food and dress culture;

In your opinion, should cultural elements be integrated in language teaching?
A-oYes
B-○No
Question 09:
Through which way should cultural topics be taught?
A-o It should be included in the course book content;
B-o With novels and stories;
C-o By discussing cultural experiences;
D-o With videos and documentaries;
Question 10:
What should be the main objective of teaching culture in language classes?
A-o To create awareness about other cultures and people;
B-o To develop our own cultural understanding;
C-o To develop our thinking skills;
D-○ To gain skill on comparing cultures ;
3.3 Section Three: the role of teacher to promote Intercultural Competence Question 11:
A foreign language teacher is expected to facilitate the process of development of
competencies in attitudes, knowledge, skills, and awareness of culture.
A-o Strongly agree
B-○ Agree
C-o Partially disagree
D-o Totally disagree
Question 12
Does your teacher encourage you to read and search topics related to foreign cultures?
A-o Yes
B-○ No

Question 13:

At your opinion, what is the best method for teaching Intercultural Communicative

Competence?

- A-o Direct verbal intercultural communication;
- B-ORole-play dialogues of different social situations;
- C-o Discussing cultural aspects that appear in texts;
- D-o Reading texts on some aspect of culture;

Question 14

What is the big challenge facing teachers to incorporate cultural dimensions in their lessons.

- A-o Students are reluctant to learn about foreign cultures;
- B-o Lack of time to deal with all aspect of culture;
- C-o The curriculum is not appropriate for teaching culture;
- D-o Lack of experience about cultural diversity;

Question 15

What role should the teacher play in creating cultural awareness?

- A-o presents cultural differences and similarities;
- B-o Encourages students to have respect to other cultures;
- C-o Increases interest in other cultures:
- D-o Combines cultural knowledge and personal experience;
- 3.4 Section four: Cultural Awareness

Question 16:

Are you familiar with the term "cultural awareness"?

A-∘Yes B-∘No

Question 17:

What does the word "culture" mean to you?

B-o A set of social rules;
C-o Arts, architecture and literature;
D-o Traditions and other things shared by people;
Question 18
What is the significant purpose of cultural awareness?
A-o Providing opportunity to interact with native speakers;
B-o Examining critically others" cultural values;
C-o Comparing between native culture and target culture;
D-o Enhancing openness to cultural diversity;
Question 19
How do you qualify Intercultural Communication Competence courses?
A-o Very Attracting
B-o Attracting
C-o Enjoyable
D-o Boring
3.5 Section five: Students "conception of Cultural diversity
3.6 Question 20
In your opinion, do Intercultural Communication course boost EFL learners" curiosity to
discover new cultures?
\circ Yes
∘ No
Question 21
Do you think that after completing Intercultural Communication Competence courses you
are more aware about Cultural Diversity?

A-o Beliefs, attitudes, ways of behaviour and norms;

A-oYes

B-ONo

Question 22

In your opinion, what is the principal barrier to cultural diversity?

A-o Ethnocentrism

B-o Discrimination

C-o Stereotype

D-o Prejudice