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***DEVELOPING CULTURAL AWARENESS AMONG THE ALGERIAN  
UNIVERSITY STUDENTS CASE OF ABDELHAMID IBN BADIS  
UNIVERSITY STUDENTS***

*dissertation submitted to the Department of English as a partial fulfillment of the  
requirements for the Master's Degree in English*

**Presented by:**

**TABTi Ikram**

**Supervised by:**

**Dr.Benstali Leila**

**Members of the Board:**

**Chairperson: Mr.BAHRAOUI Sofia.**

**University of Mostaganem.**

**Supervisor: Dr.BENSTAALI Leila.**

**University of Mostaganem.**

**Examiner: M.TEGUIA Cherif.**

**University of Mostaganem.**

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## ***Dedication***

*Thank God for helping me get to this moment. Thank you for giving me the strength and the courage to complete this work*

*This work is dedicated to my life's flowers; my lovely mother "zoulikha," the source of sympathy and affection, I wish Mum I had fulfilled your wishes, Thank you very much. And my loving dad for his sacrifices.*

*To my lovely brothers and sisters*

*To all students of Master II with whom I shared an entertaining learning atmosphere.*

*To all my teachers whom they gave their best for us.*

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## ABSTRACT

There is no doubt that globalization has brought up the world together. That lead to cross-cultural communication. Accordingly, language teaching has changed to a more focus on teaching culture along with the language as an inseparable part to overcome the cultural issues. In this dissertation, we deal with what is meant by culture and break down its elements. We examine the facilitative factor of culture in language and communication to raise cultural awareness among language students. Through raising cultural awareness, the students will be able to overcome misunderstanding with people from different nation using the target language. The research has opted for the classroom observation, the use of a semi-structured interview with three teachers at Mostaganem University, and a questionnaire with twenty-seven students from different faculties. The data obtained were both qualitatively and quantitatively analyzed. The results have shown that teaching ICC improves students' intercultural awareness and competence and help them achieve effective communication.

Key Words; ICC, culture, Target language, cultural awareness

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## **List of Acronyms**

**EFL:** English foreign language

**FL:** foreign language

**TC:** teaching culture

**L1:** first language

**T L :** target language

**ELT:** English language teaching

**L2:** second language

**ICC:** Intercultural Communicative Competence

**CA :** cultural awareness

# **GENERAL INTRODUCTION**

## **General introduction**

The world has experienced some significant changes in recent decades because of globalization. English has valued itself as a universal language during this period. Therefore, people all over the world have started learning this language so they can easily communicate with others, no matter where they come from or what language they speak.

The method of learning English as a foreign language (EFL) allows the learner's skills to be built on the four skills of the language; namely listening, speaking, reading, and writing. Nonetheless, the main goal of this is to be able to interact efficiently and properly. It can be assumed that there is a clear and stable connection between language and culture, an approach coined by the scholar M. Byram called Intercultural Communicative Competence (ICC). This is targeted at cross-cultural intimacy and aims at strengthening the medium of contact between various cultures around the world, as well as being seen as a strategic factor in today's international communicative competence to prevent all negative impacts and misunderstandings at the communication stage that this international exchange can provide.

Concerning to the importance of ICC as part of EFL teaching, this current study aims at the role of ICC integration, its significance, and its effect on the cultural knowledge and awareness of the students. The researcher used a case study research method and a mix of both qualitative and quantitative methods for data collection and interpretation to further understand this. The following research questions were therefore put:

1. Why does intercultural communication impact EFL learners during the learning process?
2. How are the attitudes of learners affected?
3. What are the potential remedies that this intellectual conflict might offer as salvation?

So, the following theories are formulated to answer the above-mentioned questions:

1. Integrating ICC teaching improves students' awareness and comprehension of differences between cultures
2. The detrimental effect of cross-culture on the level of comprehension will lead to a breakdown, as well as deviation from the right principles because of this cultural conflict.

3. The ultimate role of teachers in ICC teaching is to spread and discuss tolerance and empathy as well as to provide a well-prepared and informed student for integration and adaptation to the most common foreign cultural attitudes based on logic and intuition.

Since the purpose of this research is to examine the effect of ICC teaching on EFL learners, the research methodology is an exploratory case study at the University of Mostaganem. This research stresses a selection of instruments; a student questionnaire, teachers' interview, and classroom observation.

As for this work consists of three main chapters. The first chapter deals with the background of the study, which is a theoretical framework for the presentation of this topic. The researcher presents some meanings for culture and language and explores the relationship between these concepts. This chapter also discusses the definition and development of communicative intercultural competence.

The second chapter represents the practical part of our research, it describes the nature of the study and the different methods used to collect data from the sample population. This is a summary of the approach the research adopted. This then outlines the study methodology including the sample population, the testing methods, and the data processing procedures.

Eventually, the third chapter is dedicated to evaluating and interpreting data collected from the student's questionnaire, teachers' interview, and classroom observation to address research questions. Besides, some and suggestions are given to improve intercultural communication skills for students.

# **CHAPTER ONE**

## **CULTURE AND CULTURAL AWARENESS**

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## **1.1 INTRODUCTION**

This chapter discusses the theory and research into the area that form a context for the present study, and its goal is to provide information on the research questions. It tries to show the importance of intercultural communicative competence among EFL students and its impact on student cultural awareness. Next, it sheds light on the key numerous strategies that can be used as a secure intellectual shield to maintain the students' appropriate actions and illuminate the correct direction they will follow during the learning and interaction process. Finally, Various points will be addressed and its purpose is to arrive at the notion that becoming conscious of the targeted culture of the language learned would lead to effective and secure results in the learning process.

## **1.2 CULTURE DEFINED**

Culture is important for all the things that we do in the beliefs that generate faith, conflicts, lifestyle, and challenges. The first thing we need to describe is culture and why it matters in the work-life. A notoriously hard to define the term.

Culture refers to society and how it lives. It's defined as a set of values and beliefs, or a cluster of learned behaviors we share in a particular society with others, giving us a sense of belonging and identity. For this reason, cultural understanding is becoming even more important because of the call to interact with many people from other countries and cultures (Lee, 2006).

Bodley (1999) further adds three essential components of culture that are further introduced, namely: what people think, what they do, and the material products they make. All forms of culture exhibit unique ways and systems of value that help and affect people in their perception and reaction to different circumstances of life.

Culture is a social organization can be identified at its most basic level as common symbols, norms, and values (Walsham, 2002). Additionally, Hall and Hall (1990) define culture as a storage and processing information system. National culture refers to a profound set of values shared by a nation's members (Gurung and Prater, 2006).

There are many other known cultural meanings. Hofstede (1991), Trompenaars (1993), and Czinkota and Ron Kanen (1993) all agreed that culture is predicated on languages, economics, religion, policies, social institutions, classes, values, status, attitudes, customs, materials, and education that subsequently affects managerial values (Kanungo, 2006). Culture is an

important component in determining how social systems change since culture influences both the values and norms of such systems and group behavior in their interactions within and across systems. The term 'culture' is reserved for nations as a full, whereas the term 'subculture' is applied to organizational, professional, or family levels.

One culture is wrong, and the other incorrect. They are both different and they are deeply embedded in those main differences. When conduct scientists speak about self-conception, they also find the ethical consequences of self-esteem (Lu, 2006). Licht et al. (2005: 234) further state that:

“A common theory in cross-cultural psychology is that when all societies come to regulate the human activity, they face similar basic issues or challenges. These issues derive from the key dimensions of culture because the preferred ways to deal with them are expressed in different emphases on societal value. Thus, the culture of different societies can be characterized by measuring prevailing value stresses on these key dimensions. This brings out unique cultural profiles.”

### **1.3 Learning about Culture**

Language and culture are interrelated, and distortions or misunderstandings can result from doing one without the other. Especially as your understanding and ability to hear what people say and ask more meaningful questions, there is a natural progression in learning. Culture is taught in three simple ways: study, listening and asking questions.

Observation is a very simple skill, but sometimes we are careless about what we observe, and important information is not noticed. We need to take a keen look at what's going on around us. Sometimes a Framework for Questions helps us observe. Could I describe to someone what I see here, for example? What are the human activities? Describe the activities, the people, and the place.

Listening is a form of interaction and to show a person I listen to, we should learn the proper ways to listen. There is cultural stuff that I can learn through the sounds I hear, by listening to people talking and listening to the contents of their interaction.

Asking questions is a fairly basic learning method. It's much easier to ask questions from people you have relationship with or made friends with. If you're speaking specifically to a person you don't know well, just visit them first. Tell them why you've come here and ask them if they'd like to talk to you about the subject and when it would be convenient for them.



Allow them the privilege of saying "no." Find out if it's appropriate to give the person a gift from someone else.

#### **1.4. TEACHING CULTURE THROUGH LANGUAGE**

Language learning is a complex process that involves not just the alphabet, the vocabulary, and grammar. It is necessary to learn the language content, such as behavior, and cultural norms. For example, when students decide to learn Turkish, they do not only integrate the language linguistics of the language, they do integrate all that relates to Turkish and Turkey. Then they may naturally immerse themselves in the culture of that target language by speaking the language, that is, the power and meaning of the mutuality between language and culture. Therefore, this is why Gao (2006), Tang (2009), and Xu (2009) are strongly agreed that 'language is culture, ' and these two words are closely related.

Much has been written about culture's role in L2 / FL teaching. the foremost recent debate about not placing culture at the core of the language curriculum and L2/FL instruction by educators is presented by Bennett et al. (2003). These authors mentioned several erroneous beliefs for excluding culture from teaching. Firstly, language syllabuses are already overloaded. Therefore, there's no space (in both time and place) to place culture within the language curriculum. Secondly, for several teachers, culture seems to be harder to show than languages in and of itself. Teachers usually feel unprepared to show either culture or 'intercultural competence', this can be because they need not been taught 'intercultural competence' themselves. they are doing not have a model to adopt or to imitate in their pedagogy. To put it another way, teachers might have had little or hardly any hands-on TC training. whether or not they'd experience, the culture keeps changing and shifting as Corbett (2003) stated previously. Thirdly, some institutes will shrink back from teaching culture and teachers might feel responsibility to target other sub-skills but not culture, like preparing students to realize high-scores on universal or national tests. It should be noted that the above convictions are backed by anecdotal evidence which other teachers and practitioners, not Bennett et al, are said to report.

The counter-argument would be cultural incorporation into L2 / FL classrooms. Such issues can occur if elements of FL lessons are not taught to the students. Cortés (2007) states

More about the problems that students could face if they don't practice cultural aspects in the classroom. As is natural, if the students don't know how to articulate anything in the TL, they will return to their L1. Linguistic transference should take place here. The same issue relates to learning about the culture. This means that, according to their L1, learners will transfer cultural differences (between one or more countries).

Cortés gives us more credible argument learners might need to face 'culture shock' or culture clashes within the classroom if classes lack the combination of culture within the L1/FL environment. they will find many cultural differences and that they might not understand how to accommodate them. Therefore, the definite consequence of this matter is that learners might not learn the language properly and that they may become what Bennett et al. (2003) refers to as a 'fluent fool'. That is, a student is fluent in L2/FL but may not understand the social and philosophical norms of that language. For these reasons which are mentioned previously, linguists are in agreement after they say language and culture can't be learned (or taught) independently.

However, the teaching of language and culture together seems to be a concern. (Sárdi, 2002). She states that English has been representing several cultures or countries (America, Canada, Australia, etc.). Many of these countries' L1 people are English. This doesn't mean they have the same history though. For this reason, it is not appropriate to stress the TC to teach English. Nevertheless, Gray (2000) claims that several ELT coursebooks are concentrating on the TC, which may alienate the learners from their own culture. This leads to demotivation and the result is that learners give up learning the language. Therefore, the explanation of why culture needs to be learned/taught in L2 / FL classes is not very clear to some researchers. Nonetheless, Brooks (1986) points out "as language teachers they must be interested in learning culture...not because they want to teach the other country's culture but because they have to teach it "(p.123, italics in original).

Thus, students and teachers must bear in mind their target culture within learning the language. Learning without culture is incredible; a specific language could be a mirror of a specific culture (Farnia & Sulaiman, n.d). To place in otherwise, language and culture are strongly intertwined (Brody, 2003; Jiang, 2000). When it involves the domain of learning and teaching, as Gao (2006) states, the autonomy of acquisition and culture leaning is clear that 'language learning is culture learning'. Conversely, 'language teaching is culture teaching'. Gao claimed also that foreign language teachers must be aware of the importance of cultural

studies in L2/FL classrooms and take a look at to extend learners' cultural awareness and enhance their 'communicative competence'.

### **1.5. The effect of culture on perception and cognition**

Cultural gaps also result in the infamous misconceptions. For example, some cultures interpret such simple gestures as positive ( e.g. a thumbs-up signifies acceptance in American and European cultures), whereas others view them as negative (Islamic and Asian cultures find the same offensive gesture) (Knapp & Hall, 2009). Recurrent market failures when launching products in the world's non-Western regions highlight the importance of understanding cross-cultural differences which govern international consumers and markets. Brands and markets are increasingly global, but recognizing customer preferences and the consequent marketing strategies is still culturally bound (De Ruyter, Van Birgelen, & Wetzels, 1998; Zeithaml, Bitner, & Gremler, 2002) to impede efficiency.

Perception and cognition play a key role in human subjectivity , and so it is important to consider cross-cultural consumer behavior to research variations in these two domains.

#### **1.5.1 Self-perception and perception of others**

Language plays an important role in how culture affects one's own perceptions versus other. Whorf (1956) argues that the way people view themselves and make sense of the world depends heavily upon the language spoken.

Culture forms people's view of themselves and others, and the interaction between the two (Markus & Kitayama, 1991; Triandis, 1989). For instance, people in Western cultures have a dominant independent self-construction that "involves a self-concept as an autonomous, independent individual» (Markus & Kitayama, 1991, p. 226). People in Eastern culture, on the other hand, have a dominant interdependent self-construction and view the individual, "not as separate from the social context but as more related and less distinct from others " (Markus & Kitayama, 1991,p. 227).

Overall, collectivist cultures cause an overlap between a person and collective identity through differences in self-construction, beliefs, and language and, ultimately, judge people based on group success. Group affiliations in individualistic cultures, where the converse holds, do not provide a basis for assessment, and individuals are judged. These differences have important implications for how different cultures make causal attributions and their ability to take another's perspective.

### **1.5.2 Culture and cognition**

For even more than a decade, most psychologists have based their human thought discussions on the cardinal premise that basic cognitive mechanisms are the same across all normal adult human beings, whether it's in the plains of Central Asia, East African towns, or the urban centers of north America and Europe. Cultural variations influence the substance of brains or the domains of thought to which cognitive techniques are applied. For example, children in the Amazon might categorize snake varieties with the same interest that video game varieties are categorized by children in suburban America. Thought — the information-processing techniques people constantly use to learn the world around them — were believed to be the same everywhere.

### **1.6 cultural diversity**

Cultural diversity is about appreciating the fact that society consists of several different people with different preferences, competencies, skills, and needs.

Cultural diversity is relevant because our society, places of work, and schools are increasingly made up of different cultural, racial, and ethnic groups. We can learn from each other but first, we need to understand each other. Talking about other cultures allows us to consider various views inside the community we live in. This helps to dispel false perceptions about various communities and personal prejudices.

However, cultural diversity allows us to understand and appreciate "way of life" which is not inherently ours. So that we can build bridges of trust, appreciation, and understanding through cultures as we communicate with others. This diversity also makes our country a more attractive place to live in. When people from various backgrounds contribute language skills, new ways of thought, and new knowledge, And diverse experiences.

The theory of the cultural dimensions of Hofstede (1980) is a concept that revolves around cross-cultural contact, which Geert Hofstede had invented. The dimensions collectively reflect the effect on the beliefs of the members of that the community of the ideology embedded in community. They also describe the relationship between those values and behavior, using a factor analysis-based structure. This theory, in other words, studies important aspects of culture and gives them a rating on a comparative scale.

Hofstede's research acts as the foundation for other cross-cultural psychology researches, attracting a variety of scholars to study different aspects of international business and communication. Such dimensions created by Hofstede reflect the ideals of diverse cultures that are deeply rooted. Such principles have an effect not only on how people of different cultural backgrounds behave but also on how they may behave when put in an environment that is correlated with work.

This is a snapshot of the six cultural dimensions:

1. **Power Distance:** This dimension describes to what degree members who are less dominant in a group recognize and often anticipate an unequal distribution of power.
2. **Complexity Avoidance:** It is a factor that defines the degree to which people are not at ease with confusion and uncertainty within society.
3. **Individualism vs. collectivism:** the emphasis of this aspect is on whether people want to be left alone to look after themselves or want to stay in a network that is tightly knitted.
4. **Masculinity vs. Femininity:** Masculinity means the desire of culture for assertiveness, courage, accomplishment, and material reward in order to achieve success. Femininity, on the contrary, expresses a desire for modesty, teamwork, quality of life, and concern for the poor.
5. **Long-Term vs. Short-Term Orientation:** Long-term orientation defines a society's tendency toward virtue-seeking. Short-term orientation applies to those communities strongly inclined to develop absolute reality
6. **Indulgence vs. restraint:** It revolves around how much control people can exert over their urges and desires.

### **1.7. Interculturality**

Our cultural landscape is experiencing shifts and becoming ever more complex in the new sense of globalization. Cultural diversity is an important feature of human society and needs to be properly established and handled to avoid problems of understanding and tolerance which can lead to problems such as bigotry, xenophobia, stereotypes, among others. There is no better culture than another. On the opposite, culture evolves as it communicates with other cultures that may come from various socio-cultural and linguistic backgrounds. It is critical, however, that this interaction respectfully takes place and this is where the notion of interculturality comes in.

Interculturality can be defined as the collection of relationships and interactions deliberately taking place between different cultures to foster communication, mutual respect, and knowledge of maintaining each individual's cultural identity. It should be noted that this definition applies not only to the relationships that form between individuals belonging to different countries or regions of the world but also to individuals within the same group who have different cultural, social, or other characteristics. It has a big importance in developing students CA:

- To understand intercultural differences which help to avoid misunderstandings and to communicate effectively.
- Interculturality is very useful in the business world for adapting to various professional environments. In multilingual and multicultural teams, intercultural teamwork promotes the job.
- Comprehending the history of others while preserving coherence with their history
- Opening up new cultural structures and conceptions of reality without putting one's own identity aside

In general terms, the goal of interculturality is to learn to live together in a multicultural world peacefully and positively. Therefore, an intercultural dialog can be a powerful instrument for the prevention and resolution of conflicts and the promotion of respect for human rights.

Certain aims that can be listed about interculturality are the exchange of world views to recognize and learn from others who view the world differently from their own. Intercultural cooperation also leads to the effective management of cultural diversity and the joint production of projects.

### **1.8. Intercultural communicative competence**

As Hennebry (2014) observes, " Culture has been claimed as the neglected sister of language " (p. 135). What is fascinating about this Saying is that students have repeated this concept, suggesting that " it would be good if we were to learn the language and know a little more about the country and what people there are like" (Jones, 2000). Elements affect our attitudes and behaviors, and how we communicate. The remaining question, which is indeed our concern, is how can teachers help students learn about the culture and develop ICC and intercultural awareness? Although it is true that as tutors aim to provide students with a

cultural base, this also poses serious shortcomings. Some of the most significant problems are that teachers can also, perhaps unwittingly, perpetuate stereotypes because, rather than promoting ICC, they frequently fully focus on language as communication, while the sense in which that communication happens, and which gives meaning to the messages, is often relegated to second place. It is also important to explain what we mean by the culture which has to be established in the classroom. One way to visualize it is by studying the Iceberg Theory advanced by Edward T. Hall (1976), contrasting the surface/conscious elements of culture (food, language, festivals) and the deep/unconscious elements (beliefs, values, perceptions). Such factors affect our attitudes, behaviours, and the way we communicate. Furthermore, sometimes these secret aspects of society are responsible for cultural shock and misunderstandings, contributing potentially to stereotyping and even discrimination.

Differentiation between intercultural competency and intercultural communicative competency is required. According to Byram (1997). The first refers to the ability of people to interact in their language with people from other countries and cultures, while the ICC considers language teaching and focuses on "the ability to interact in a foreign language with people from other countries and cultures"(p. 71). In Byram's (1997) view an individual who has developed ICC is capable of building relationships while speaking in the foreign language; communicates effectively, taking into account the viewpoint and needs of his own and the other person; mediates interactions between people from different backgrounds, and seeks to keep building communicative abilities.

. As language teachers, they have to build the conditions for students to establish an ICC and prepare them for interaction in intercultural and diverse environments. In other words, language teaching should integrate skills and approaches to build cultural knowledge for global citizenship leading to the ICC.

### **1.9. Cultural Awareness**

Cultural awareness is all regarding recognizing and understanding that we tend to all have completely different values formed by our numerous cultural backgrounds. What we tend to envisage to be 'normal' behavior in one country will be entirely completely different in another. By being respectful of others and accepting people's opinions, rights, and feelings – even once they square measure completely different to our own – we tend to permit ourselves to develop a lot of winning personal and skilled relationships and get pleasure from cultural diversity.

Intercultural Communicative Competence (ICC) needs to be integrated into the language curriculum if educators want to help students build an appreciation for the language and culture they are learning, and awareness of their own culture, and skills development that will empower them to be capable, adaptable, communicators.

### **1.10. Cross-cultural communication**

E.T. Hall believes that “culture is communication and communication is culture “. C. LéviStauss thinks that cultures are “mutual symbolic systems” And they are “creations of the mind”. Any culture is primarily a system for forming, processing, transmitting, and/or storing information. Communication underlies everything. While we prefer to consider language as the key medium of communication, it is important to note that knowledge about culture is transmitted by other means as well. S. Ting-Toomey notes that there are four essential elements of cross-cultural communication such as (1) two people (or two groups) (2) of different cultures (with a very broad concept of culture) (3) in interaction (4) who negotiate common sense.

Identity formation is affected by society and it interferes in the communication cycle. M. Bodziany notes that the model of cross-cultural communication is shaped by individual differences such as an individual identity, an individual symbols scheme, values and norms, practices, customs, religious beliefs, and language competences, both verbal and nonverbal. The crucial role is played by an individual's identity. All the components are unidentified but during the contact, processes are established. The transmitter and the recipient are the pillars of the process of communication.

### **1.11. conclusion**

The history and aims of teaching culture in ELT classrooms were both Alluded to. Therefore, the major ones are cultural awareness and its development Concerns of this study as well as the role of teachers and other key factors in developing cultural awareness have been included.

In addition to the literature review, the importance of intercultural competence has been addressed as being increasingly understood by both educators and students. In both the technical and educational sectors, ways of determining whether or not learners have developed intercultural skills are being pursued.



This chapter illuminates the study question from a theoretical point of view from the viewpoint. The next chapter, however, takes a realistic path to study the Impact of communicative intercultural competence on the growth of Cultural awareness among learners.

# **CHAPTER TWO**

## **RESEARCH METHODOLOGY AND DATA COLLECTION**

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## **CHAPTER TWO**

### **2.1.Introduction**

The previous chapter was fully dedicated to some overview related to the present research. Hence this second chapter will give a detailed description of the research methodology selection process through which the practical side of the research has been conducted. The main purpose of this study was to highlight some effective skills to develop cultural awareness of students from different cultural backgrounds at Mostaganem University. Therefore, this chapter gives a full description of the research method, the procedure, the context, and the selected participants as well the data collection tools (observation, and students' questionnaire).

### **2.2. Research Methodology**

Research can be defined as an activity of systematic inquiry that seeks answers to a problem. One of the most widely quoted versions is Stenhouse's (1975) view of research as 'systematic inquiry made public'. Bassey (1990) elaborates on this by defining research as 'systematic, critical and self-critical inquiry which aims to contribute to the advancement of knowledge'. From that, this study will present a quantitative approach that involves "a process of building a complex and holistic picture of the phenomenon of interest, conducted in a natural setting" (Abawi, 2008). It is regarded as a suitable method to give clear comprehension, cover many people, and to understand more the issues related to the lack of cultural awareness among students.

#### **2.2.1. The Sample Profile**

It is important that there has to be a chosen population sampling in every research study on which to construct the experiment. Within this vein, Dörnyei (2007: 96) differentiates between sample and population claiming that: "the sample is the group of subjects that the researcher investigates in an empirical investigation and the population is the group of individuals in which the analysis is concerned." This research work is therefore focused on twenty seven students who replied to the questionnaire; they were told that the collected data would only be used for study purposes. three teachers in also responded to a structured interview.

## **CHAPTER TWO**

### **2.2.1.1. The students' Profile**

The present study takes place at the University of *ABDELHAMID IBN BADIS MOSTAGANEM*. The participants of this study include all the students from different disciplines (license/master/Doctorat)

### **2.2. 1.2. The Teachers' Profile**

The informants are three teachers from the Department of English at the University of Mostaganem. All of them are full-time teachers, holding their "Doctorate" degree. Their experience in teaching varies from seven to ten year.

### **2.2.2. Context**

This study was carried out at the University of Mostaganem as a case study. To investigate the lack of cultural awareness among students, the researcher conducted a classroom observation during the 1<sup>st</sup> semester in Master two language and communication classroom in the English department, furthermore, an online students' questionnaire and a teachers' interview were used during July.

The setting of this research dissertation was the University of Abdelhamid Ibn Badis Mostaganem. It is a university located in Mostaganem in Algeria, founded in 1978 (formerly Institute of Agricultural Technology, ITA 1970). The university has 10 university sites spread across the city such as the Faculty of Letters and Arts (FLA) This research deals with students of English as a sample population during the academic year 2020.

### **.2.2.3. Data Collection Instruments**

The research instruments used in this study is a questionnaire for students to gather data concerning the cultural awareness, classroom observation, and an interview with teachers to discuss more about ICC.

#### **2.2.3.1. Classroom Observation**

The importance of observation as a tool of analysis is that it offers the first-hand experience of a natural circumstance, occurrence, or event, and often the background of everyday life (unless the situation is 'stage' managed). It deals more with actions than recorded behavior.

## CHAPTER TWO

Observation is an activity of watching the actions and behaviors of the research participants in the class, in this research; the observation took a form of a checklist to gather the data that is necessary for the research. The aim is getting real data about some aspects of classroom environments in which the classroom interaction takes place

The classroom observation had been taking place from the first week of December until the second week of January 2020 with the Master 2 at The Language and Communication section. It was depending on a checklist and the personal observation directly during each session without interfering with the teaching and the learning activities. The group session consists of two hours to explore whether learners are developing their cultural awareness in the classroom taking into consideration the presence of students from different cultures and countries( Mali, Cote d'Ivoire...). Also, if teachers know how to deal with cultural awareness, with difficulties that might happen in teaching lessons.

The observation is presented in the form of a checklist including a set of items designed for observing the learners' role inside the classroom, including also the use of intercultural communicative skills.

the first item attempts to know about students' self cultural knowledge. The second item is about the Attitudes, for example, knowing if students show Respect, openness (withholding judgment), and curiosity with their foreign classmates.

### **2.2.3.2. Students' Questionnaire**

A questionnaire is a research instrument consisting of a series of questions for gathering information to a survey of statistical study. The Internet has become a popular methodology for survey research. The questionnaire is placed on a website constructed by the investigator. Respondents can answer the questions and submit the questionnaire online. There is a range of benefits of web-based surveys. They have the potential of reaching large populations and permit the collection of larger amounts of data than would be possible with traditional survey methods. They can be conducted quickly and easily and are less expensive than mailed surveys. Dillman (2000) states, "Once the electronic data collection has been developed, the cost of surveying each additional person is much less, compared with both telephone interview and postal procedures. In some instances, these technologies may result in decisions to survey entire populations rather than only a sample". Another important benefit is in the processing of survey data. Web-based surveys can significantly reduce the amount of time and effort and the costs associated with getting the data into a system for analysis.

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Furthermore, because they are available 24 hours a day, respondents can reply when and where they choose.

The questionnaire aims to identify the causes behind the lack of awareness. It is addressed to all students of Mostaganem University. The students' answers are very important to this survey in order to have the confirmation of the investigation.

The students' questionnaire was written in the online form which is more practical and to get clear thoughts of the student about the survey, it consists of 13 items, classified into three sections and each section has a specific aspect that focuses on. The first section is about the general information, the second section contains asking about the background of learners, and the third one is about their experiences. There are different types of questions. The closed and the open-ended ones, closed questions require learners to answer yes or no or by ticking some answers from a set of options, while; open-ended questions are addressed to learners to state their views.

- ➤ Section One : General Information Q1-Q4

Questions in this section aim at gathering personal information about the target sample, learners are asked to give their age, in second questions they are asked to specify their gender, and in the third question they are asked to give their educational level and the last one from which department they belong.

- ➤ Section cultural background of the Learners Q5-Q9

The second section was concerned by their point of view of the otherness and cultural awareness. Question number five was open-ended in which the learner will define culture according to their understanding. Then question six was about the importance of cultural awareness. The seven-questions was a yes/no question about if they believe in the otherness. Later question number eight the closed question was about how to understand other culture, they were asked to choose between two options. Question number nine was about selection methods that teachers need to deal within the classroom about cultural awareness according to the learners, which is an open-ended question so they can add other methods.

- ➤ Section Three student's experience Q10-Q13

The third section was devoted to learners' experience with the otherness and cultural awareness in order to confirm the investigation. In question number ten and eleven, students are asked if they have ever communicated with someone from other cultures and if they ever

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faced any misunderstanding or difficulties. Finally, question number 12, was about the kinds of topics that learners would like to avoid to talk about with someone from a different culture

### **2.2.3.3. Teachers' Interview**

The other instrument that was used in this analysis is the interview. It refers to face-to-face contact between interviewee and interviewer; it includes asking questions and receiving answers from study participants. The aim is to discuss individuals' opinions, perceptions, beliefs, and motives on particular issues. Interviews vary from questionnaires as it requires social contact. However, when planning an interview schedule, it is important to ask questions that are likely to yield as much knowledge as possible about the study phenomenon and to be able to discuss the research's goals and objectives. There are three different types of interviews: structured, semi-structured, and unstructured.

Structured interviews consist of a series of predetermined questions that are answered in the same order by all interviewees. Data analysis in this type of interview is typically more transparent compared to other types of interviews since different responses provided to the same question can be compared and contrasted by the researchers. Often, structured interviews can be performed relatively rapidly which ensures that many interviews can take place within a short time.

Unstructured interviews are typically the least accurate type of research-related interviews, as no questions are prepared prior to the interview, and the latter is performed in an informal manner. Unstructured interviews may be correlated with a high degree of bias and a comparison of the responses provided to different respondents, rendering the discrepancies in question formulation difficult.

Semi-structured interviews can be interpreted as having both structured and unstructured interview elements. For this style of interview, the interviewer prepares a list of questions to be answered by all interviewees; but, in order to explain or further elaborate on some topics, additional questions can be asked during the interview, which is called strength in this form of the interview. Corbetta (2003: 270) describes the semi-structured interview as follows: "The order in which the various subjects are dealt with and the question wording is left to the discretion of the interviewer."

Additionally, there are various methods of saving data while conducting an interview; however, taking notes and documenting are the most common and valuable devices.



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The interview is a further method for data collection. The discrepancy between the questionnaire and the interview is essentially the oral form. Three major interview forms exist, namely unstructured, semi-structured, and structured interviews. In the previous section, these were clarified. In this study, a structured interview is used to collect information on the experience and methods of the teachers in teaching ICC, their attitudes towards teaching ICC, and their views on using ICC to improve the intercultural competency of the students and develop their cultural awareness. Furthermore, the advantage of using this method of interview is that it helps the researcher to evaluate the degree of understanding that a respondent has on a particular subject so that all respondents are asked the same questions in the same order, making it easier to reproduce the conversation.

The researcher performed a formal interview with the teachers to obtain some useful information. It consists of five questions about the methodology of the teachers.

However, due to the exceptional circumstances the world is facing because of the Covid-19, we used an online interview via Facebook and not face to face interview.

Question01: Have you taught before a module or subject that deals with the culture's importance in learning a language?

This first question aims to know if teachers give importance to the target culture while teaching a language

Question02: Do you owe the students the right to speak about their cross-cultural view?

The question aims to know whether teachers care and give the students the chance to give their cultural view and discuss it in the classroom

question03: Do you speak with your students about the risk of negative behaviors?

This question was so important to ask. Since students' lack cultural awareness might lead them to misconceptions and intercultural shock about the target culture or when communicating with someone from another culture.

Question04: How do you consider the reaction of the students when they learn about culture?

The aim of this question is to see if students are motivated or not when learning about the target culture.

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Question05: In Algeria how do we assess ICC?

Since the case of Algerian students in specific lack of this competence, we wanted to know how can we measure ICC in our country.

### **2.2.4. Data Analysis Procedures**

When the requisite data have been obtained, the next step is to evaluate the collected data, which is sometimes known as a research technique relating to the organization and synthesis of such data in order to arrive at the study results and draw conclusions. In the present analysis, the researchers rely on a combination of quantitative and qualitative dimensions in order to quantify and analyze the collected data; each approach is to be defined in this section.

#### **2.2.4.1. Quantitative Analysis**

Quantitative data analysis is a structured approach to investigations through which numerical data are obtained, and this technique is known to have data quantification as its main objective. The aim is to describe phenomena by collecting numerical data that are analyzed using methods based on maths. Furthermore, this method of analysis allows results to be applied to the entire population. In addition, quantitative data can be obtained in a number of forms and from different sources; including questionnaires, interviews, observations, etc. Such style of research allows for a broader study involving a larger number of subjects, it also allows for greater objectivity and consistency of findings as typically quantitative approaches are designed to include summaries of data that support generalizations about the phenomena under investigation.

#### **2.2.4.2. Qualitative Analysis**

Unlike the quantitative approach, a qualitative aspect does not simply count items but is a way of measuring the component complexity of perceptions, feelings, and behaviors of individuals. Cohen et al (2005: 461) conclude that: "Qualitative data analysis requires arranging, accounting and describing the data; in short, making sense of the data in terms of the meanings of the situation for the participants, noting trends, themes, categories and regularities" The main purpose in using qualitative research is to investigate and explain phenomena from the participants' viewpoints in the sample. In addition, as Byram (2012) suggests, the findings derived from this form in the examination are usually considered to be of an explanatory nature. On the other hand, the key drawback of the qualitative method is

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believed that the results can not be applied to the broader population with the same degree of certainty that quantitative research can have (Selinger & Shohamy, 1989).

This work thus opted for a mixture of the two methods of study, because the two forms of the method followed by any work are closely connected to each other. In the same line of thought, Hamzaou (2006: 130) notes that: "Since the above are not compressed into a single dimension of measurement, more than one method of study is assumed to provide more accurate research findings". Leininger (1992) further describes this relationship by arguing that qualitative methods are still adopted only as an exploratory approach before quantitative methods are validated. However, as described in Davies (2004: 488), Newman and Benz (1988) conclude that: "a mixture of qualitative and quantitative constructs ... is often seen as a matter of continuum rather than a simple dichotomy." Therefore, if qualitative and quantitative approaches are combined in a study, an evaluation can be enhanced by ensuring that the shortcomings of one form are balanced by the strengths of another, and thus they can be extremely efficient when coupled with each other. Nevertheless, in this study, the quantitative approach is used to evaluate the students' questionnaire, while the qualitative approach is used in some students' questionnaire questions.

### 2.3. Conclusion

The chapter basically was an attempt to describe the prolonged essay's empirical phase. The researcher started by providing an overview of the research methodology, as well as the participants and the research instruments, with a complete description of the classroom observation, students' questionnaire, and teachers' interview that were chosen in order to obtain the results of this research. Moreover, this chapter disclosed an obvious view of the procedures used in order to analyze collected data.

Thus, the following chapter will deal with the analysis of the collected data from the sample population, using the research instruments, and the two types of data that had been already explained in the present chapter.

# **CHAPTER THREE**

## Data Analysis and Interpretation

## **Chapter Three : Data Analysis and Interpretation**

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## CHAPTER THREE

### 3.1 Introduction

This chapter represents the data results and analysis. It aims at interpreting the data that was collected. First, it begins with the analysis and findings of the observation. Later, the analysis of the students' questionnaire. Then, an interview with teachers. Finally, this chapter concludes with suggestions and recommendations.

### 3.2 Data Analysis

This section is concerned with the analysis of data resulting from the teachers' interview, students' observation, and the students' questionnaire.

#### 3.2.1. Analysis of classroom Observation

This part is about the analysis of the classroom observations, it takes a form of the grid to gather the data that is necessary for the research. The observations of the classroom were made by observing the students' behavior, interaction, and involvement.

**Level:** Master two student (language and communication)

**Item01:** students' self cultural knowledge

The **table 3.1** below shows how often students talk about their culture throughout their interaction with the teacher.

	Session 1	Session 2	Session3
culture specific knowledge	Always	Sometimes	Rarely
socio-linguistic awareness	rarely	Sometimes	Rarely

**Table 3.1.**  
**students' self cultural knowledge**

**Item 02: Attitudes**

	Session 1	Session 2	Session3
Respect	Always	always	always
openess (withholding judgement)	Always	rarely	Rarely
curiosity (viewing difference as a learning opportunity)	Sometimes	Rarely	Rarely

**Tbale 3.2. Attitudes**

**3.2.2. Interpretation of classroom observation**

The major results that are obtained from the classroom observation were helpful to prove the hypothesis, which was already raised.

From the observation, we noticed that student can explain and analyze basic information about other cultures (history, values, politics, economics, communication styles, values, beliefs, and practices) in the classroom. However, their motivation decreases from a session to another and they focus on their own culture.

When it comes to sociolinguistic skills, they do not adjust their speech to meet other cultures.

As it is shown in table 3.2 the attitude of students can seek out other cultures' attributes; respect, cultural diversity, and think comparatively and without prejudice about cultural differences. However, in session 3 their awareness decreased.

When talking about Openness it is shown that students suspend criticism of other cultures withholding judgment. However, it started to decrease in session 2 and 3.

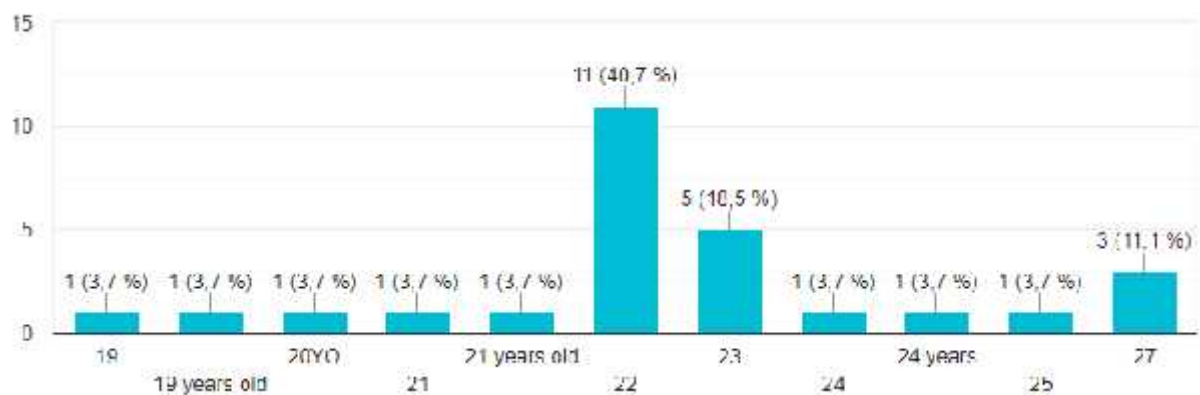
Finally, the Curiosity of seeking out intercultural interactions and viewing difference as a learning opportunity was kind of absent.

**3.2.3. Analysis of student’s Questionnaire**

This section is devoted to the analysis of the data collected from the learner’s questionnaire. In all, the twenty-seven learners have answered this questionnaire. It was an online questionnaire in order to increase the response rates since learners can answer it according to their own pace, chosen time, and preferences This questionnaire consisted of thirteen questions and each question will be treated separately as follows.

**Section One: General Information**

**Q1. Students’ age**



**Figure 3.1 Age Distribution**

- A. From 19 to 21
- B. From 22 to 23
- C. From 24 to 27

A clear notice that the age of learners is between nineteen to twenty-seven. Five of them between nineteen and twenty-one years old. Sixteen of them between twenty-two and twenty-three. Finally, six others are from twenty-four to twenty-seven.



Q2. Students' gender

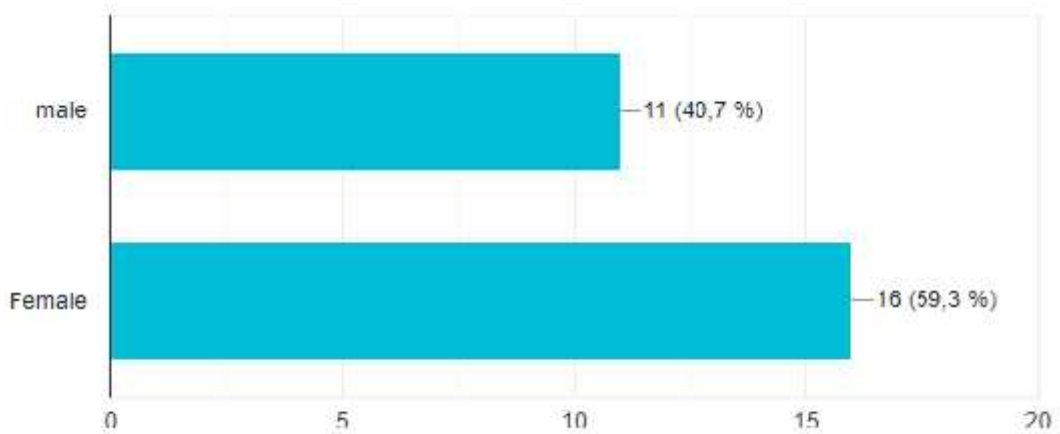


Figure 3.2. learners' gender

From the figure, it is noticed that there was 11 males presented with a percentage of 40,7% and sixteen females with a percentage of 59,3%.

Q3. Level of studies

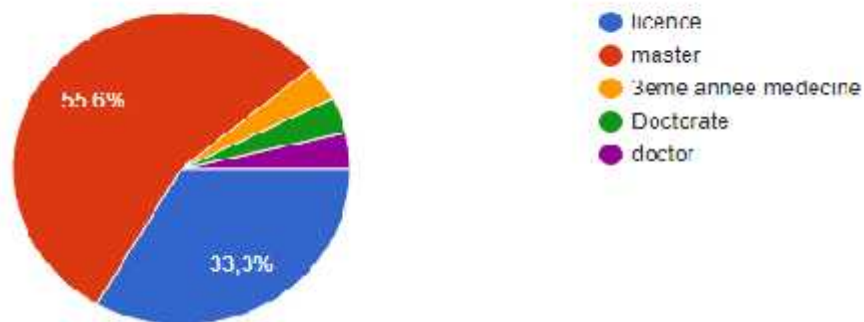
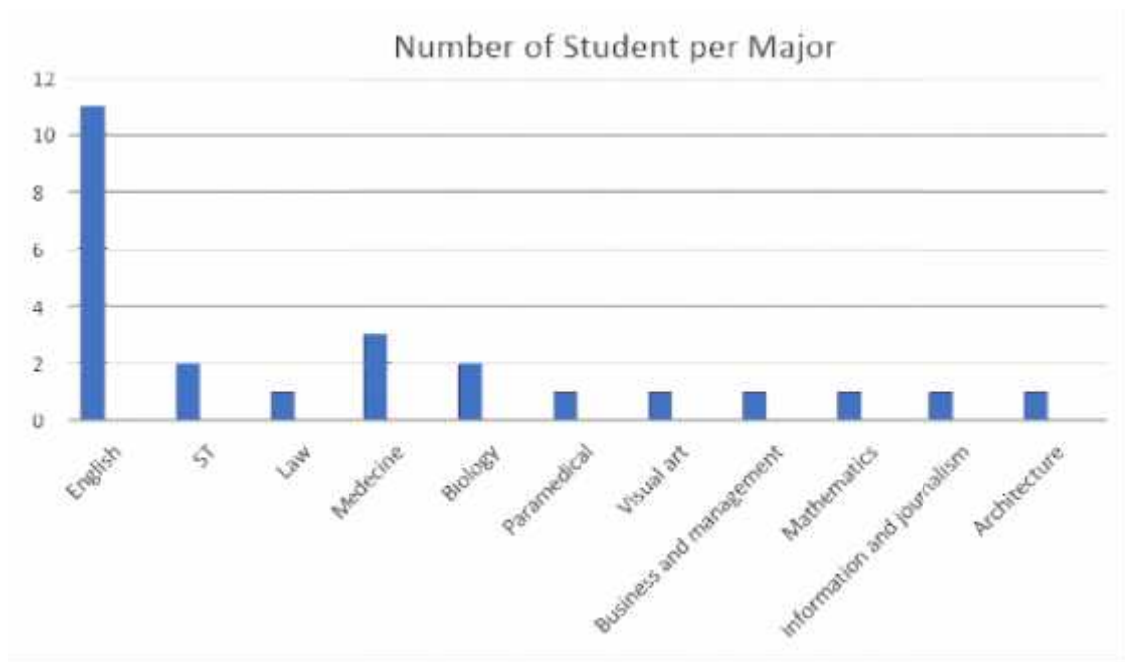


Figure 3.3. Students' Level

It is found that nine of them in license level with a percentage of 33,3%. Fifteen others in Master level with a percentage of 55,6%. Two of them with a doctorate degree (7,4%). And the finale one the 3<sup>rd</sup> year in medicine level with 3,7%.

Q4. Major (faculty)



**Figure 3.4. Major (faculty)**

From the figure, it is noticed we targeted many faculties so that the population would be from different departments. As it is shown in the graph, we had eleven students from the English department, two from the Science Technology department, one student from the law department, three from the medicine faculty, two from the biology department, one from the paramedical studies. From visual art department, we got one student, also one student from the business and management department. To finish, we got one student from the mathematics department, one from the information and journalism department, and one from the architecture department.

**Q5. Culture define**

Students have defined the term of culture in different ways. Someone defined it as follows: « Culture is what makes the identity of a group of people or society, it is a set of traditions, values, Customs that shapes a community ». another one said that « anything that makes a society identifies itself among others. it could be its history it could be its traditions, style of living, dialect, habits taken from ancestors ». there was another definition that should be mentioned: « It is a legacy our country gave us. We need to take a look at it but we need to develop it also, for sure. It is not made to be kept at it is... It changes by the time ». However, some definitions are not similar to the previous one. For instance, a student defined culture as follows: « It's to have information about a specific domain (or more than one) or a country (or more) »

**Q6. Inportance of cultural awareness**



**Figure 3.6.importance of cultural awareness**

The figure above shows that fifteen from the whole targeted population declared that cultural awareness provides knowledge about different parts of the world (diversity). While ten others declared that it develops cross-cultural communication. The rest of the students; two of them; said that it led them to good decisions.

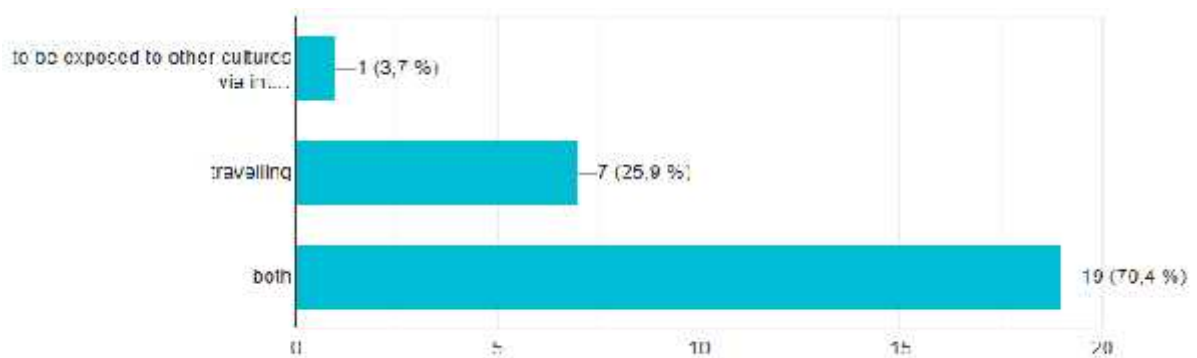
**Q7. Do you believe in otherness ?**



**Figure 3.7. believe in otherness.**

As it is shown, the great majority said that they do believe in otherness with a percentage of 74,1%. Others 6 learners said that somehow they do with a percentage of 22,2%. Whereas one of them said that he doesn't.

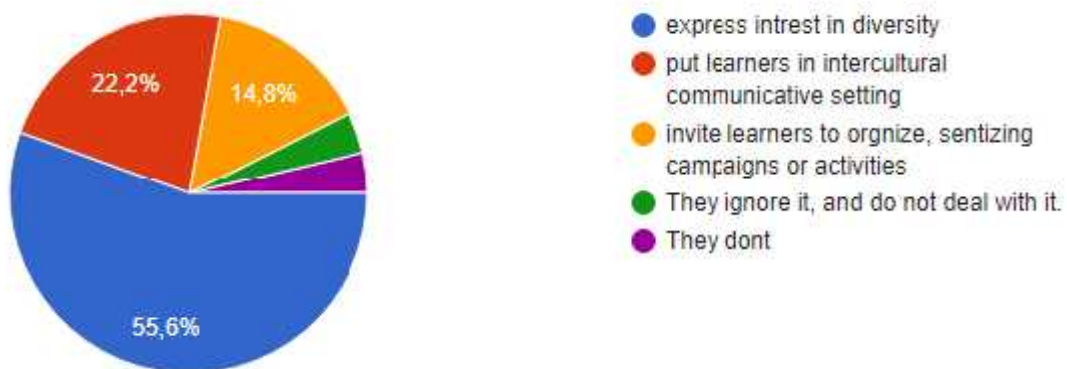
**Q8. How to Understand other’s culture**



**Figure 3.8. understand other’s culture**

There were three choices for how to understand other’s culture. The results showed that only one vote was to be exposed to other cultures via the internet. While travelling got seven votes. But, the majority of the population voted for both with a percentage of 70,4%.

**Q9. How should teachers deals with cultural awareness in the classroom ?**



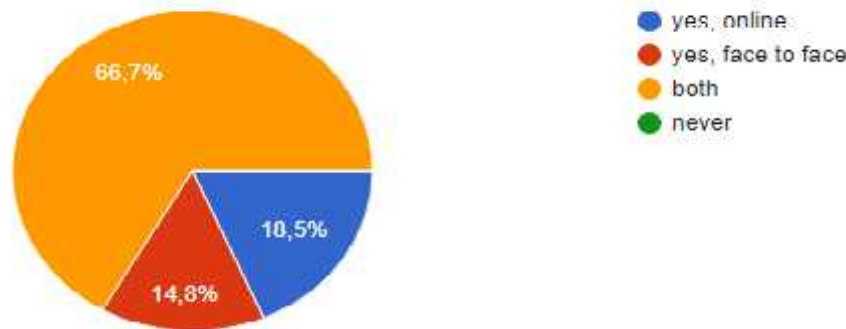
**Figure 3.9. deal with cultural awareness in the classroom**

The figure above showed the suggestion that learners had to choose between so that teachers should deal with n the classroom. There were 3 choices, but two of the learners added two others. For the first suggestion; that is express interest in diversity; fifteen learners have chosen it with a percentage of 55,6%.

Then, putting the learners in an intercultural communicative setting was the second suggestion and was chosen by six students with a percentage of 22,2%. As for invite learners to organize sensitizing campaigns or activities, 14,8% (4) of students choose it.

And for the suggestion added by learners; one of them said that teachers don't deal with it and simply ignore it. And the other one said that they don't deal with it too.

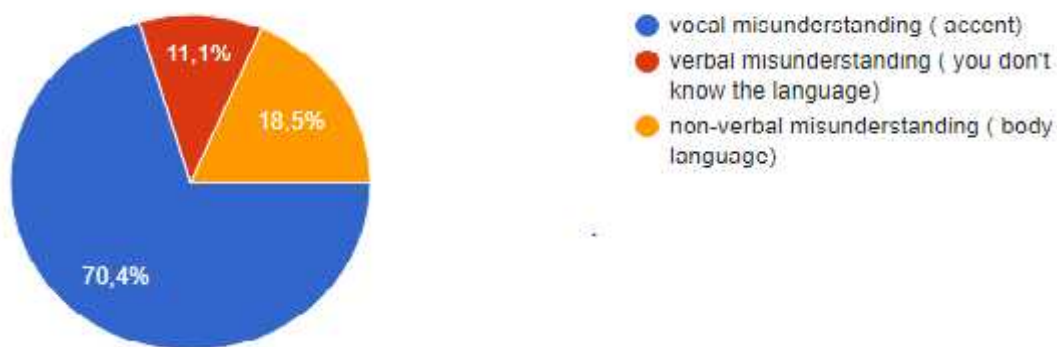
**Q10.** Have you ever communicate with someone from different culture ?



**Figure 3.10. communicating with someone from different culture**

The figure above showed that four (14,8 %) students did communicate with people from other cultures only with face to face. The other five students said that they did only online with a percentage of 18,5 %. While, eighteen students had an online and face to face interactions with someone from different culture, with a percentage of 66,7 %.

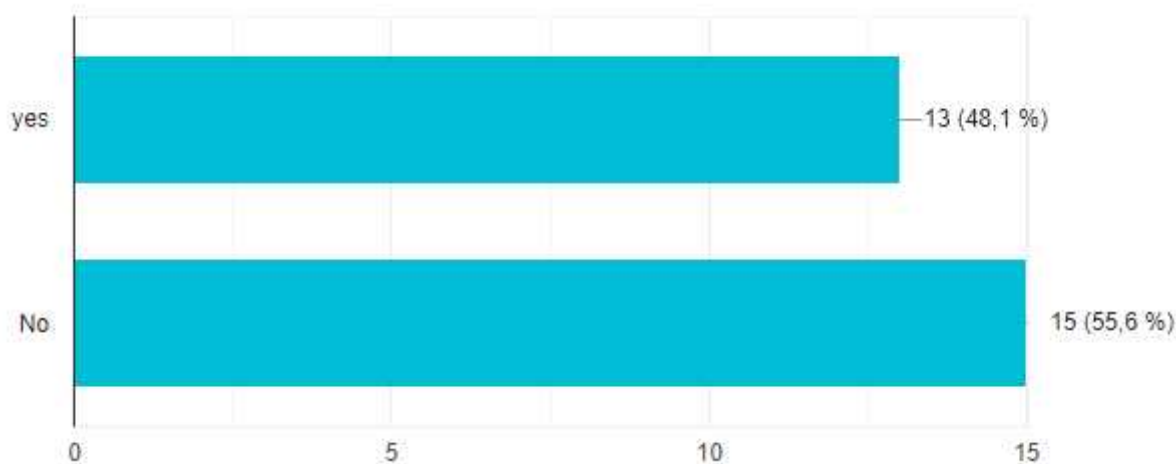
**Q11.** Were there any difficulties or misunderstanding?



**Figure 3.11.difficulties or misunderstanding**

As we can see in this graphic, the majority of students (70%) have problems with vocal misunderstanding (accent) when communicating with others. Others have non-verbal misunderstanding (body language) with 18,5%. Whereas the rest of the population have verbal misunderstanding (they don't understand the language).

**Q12.** Was there any culture shock during the interaction ?



**Figure 3.12. culture shock**

This result shows whether students had any kind of cultural shock. As we can see in this chart 13 students said they did have a cultural shock when communicating. While the other fifteen students said that they didn't experience it.

**Q13.** What kind of topics would you like to avoid to talk about with someone from a different culture?

The majority of students agreed that Religion and politics are the subjects that they would like to avoid to talk about it with someone from a different culture. Whereas others said something else, someone stated that « To me when you're with someone from another culture you should be open up about everything and more understandable and communicate politely ». another student claimed that: « I don't avoid anything, in order to know what are his beliefs and treat him accordingly » .

### **3.2.4. Interpretation of the Questionnaire's Results**

From the analysis of students' questionnaire, it has been shown that our study relies on a sample population of a License, Master, and Doctorate students whose ages range from nineteen to twenty-seven years old, the majority of them are females, the population is from different departments; most of them from EFL students as shown in the first fourth questions. Besides, most of the student, even they don't belong to the English department, they did answer in English due to the globalization needs since English is the lingua franca used in all part of the world.

Consequently, as 99% of them agreed about the importance of cultural awareness that learning culture while acquiring its language is so important as questions six and seven

shows. Additionally, a high percentage of the population with a percentage of 70,4%., states that in order to understand more about cultures they need to be exposed to other cultures via the internet and also to travel in order to develop their cultural awareness. Moreover, all the participants say that teachers should deal with cultural awareness in the classroom by expressing interest in diversity; with a percentage of 55,6%. Then, putting the learners in an intercultural communicative setting with a percentage of 22,2%. Invite learners to organize sensitizing campaigns or activities as 14,8% of them claim. Over 66,7% who say that they both interact with people for other culture via internet and face to face. This has been shown in question ten.

Based on this, and from students' answers to statements 12 and 13 we can notice the lack of students awareness and their limited knowledge about culture, since the half of population claim they did face a cultural shock when interacting with people from other cultures with a percentage of (48%), also when answering to the last question the main topic they would like to avoid talking about is religion.

Accordingly, some solutions that can be used to overcome this intercultural conflict were proposed by the participants, these are summarized in being mindful of the cultural differences, in addition to the open-mindedness and understanding. Often, using logic and intuition as a tool understanding reality that is known with all people around the world as an interconnected function of God.

### **3.2.5. Analysis of the Teachers' Interview**

The researcher performed a structured interview to extract some valuable knowledge from the instructors. The answers for the teachers have been documented and will be discussed in this section.

However, we used an online interview via Facebook and not face to face interview due to the exceptional circumstances the world is facing because of the Covid-19.

**Question 01:** Have you taught before a module or subject that deals with the culture's importance in learning a language?

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option	number	percentage
yes	3	75%
no	1	25%

**Table 3.3. Teachers' Experience in Teaching Cultural Module**

The figure above indicates that the majority of the teachers (75%) have taught a module that is related with cross-cultural studies. However, only one teacher (25%) says that he didn't have the chance to do it.

Question 02 : Do you owe the students the right to speak about their cross-cultural view?

option	Number	percentage
yes	2	50%
no	2	50%

**Table 3.4. asking Students about their Cultural Views**

As seen in the above table, more than half of teachers (50 percent) typically question their students about their cross-cultural views at the beginning of the ICC course and use this as a warm-up or brainstorming exercise to prepare for the key activities. While the other informants (50 %) admit they sometimes do that due to lack of time.

Question03: Do you speak with your students about the risk of negative behaviors?

TEACHER 01	TEACHER 02	TEACHER 03	TEACHER 04
YES	YES	YES	YES

**Table 3.5 speaking about the risks og negative behaviours**

The first step in ICC student learning is to address the danger of negative behavioral effects. Each item, therefore, aims to find out how frequently teachers engage in discussions to change the learners' perceptions and intercultural conflicts regarding the target community.

The results collected proved that Teachers encourage their students to continuously go through this stage of ICC growth by providing specific examples, mentioning a cultural event



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that most learners have a misunderstanding about, and then addressing this event to explain the correct and rational attitudes that can be adapted in a healthy manner from that target culture. This is so beneficial as it connects the learners to ICC.

Question04: How do you consider the reaction of the students when they learn about culture?

answers	number	percentage
motivated	3	75%
unmotivated	1	25%

**Table 3. 6.Students' Motivation**

As far as teachers' responses are concerned, 75 percent of them state their students are highly inspired during the lecture and respond positively when presenting a cultural cross, as well as displaying great enthusiasm for learning about other cultures. on the other hand, 25% suggest students are not inspired to do so, due to several factors such as lack of cultural awareness, fear of turning their views into negative ones, and some mistaken religious concepts.

Question05: In Algeria how do we assess ICC?

Both teachers announce that the so-called "Cultural Competence" must be assessed with respect to another culture, according to the answers received. They think it would be difficult to say that everyone is equally qualified to deal with all cultures, whether known or unknown. Truth be sure, the more experience you have in engaging with people from different cultures, the easier you can adapt and appreciate particular foreign cultures. However how this occurs depends on how close or different the new culture is to the one you know, as they add.

Question06: Which role will culture play in teaching a foreign language?

All the teachers conclude from the results obtained that teaching culture is an essential aspect of teaching a foreign language because the two components have an interconnected and overlap relationship and can not be separated from each other. Hence, students at EFL need to improve their tolerance and change their attitudes about broadmindedness, which is both the mission of teachers and students.

Question07: Have you any ideas that could help with ICC studies?

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The informants offer a range of recommendations like offering multiple contact opportunities for their learners so that they can obtain person, partner, and community work experience. Usage of the correct represented materials in different ways, too. In addition, setting expectations and being a role model for students to avoid misinterpretation and uphold high standards in the classroom.

### 3.2.6. Interpretation of the Interview's Results

Concerning the third research instrument, the interview was used to look for the teachers' viewpoints about the effects of ICC on developing EFL students' cultural awareness. Regarding question 01, the majority of the informants state that they have taught a module that deals with the importance of culture in learning a foreign language, whereas the remaining teacher declares that he did not teach such a module, yet he had previous experience. When looking at question 02, which inquires whether the teachers allow their students the chance to express their cultural views before starting the lecture. The answers of the teachers announce that at the beginning of each session they give their students the opportunity to express their cultural opinions. Whereas, others admit they sometimes do that due to lack of time. Regarding question 03, teachers state that their students are highly inspired during the lecture and respond positively when presenting a cultural cross, as well as displaying great enthusiasm for learning about other cultures. However, others are not motivated due to a lack of cultural awareness.

### 3.3. Discussion of the Results

Based on the data gathered and analyzed from the learners' questionnaire above, I found that

- learners are aware of what does culture means. "Culture refers to society and the way in which it lives. It's known as a collection of values and beliefs, or a cluster of learned behaviors we share in a particular society with others, giving us a sense of belonging and identity. For this reason, cultural awareness is becoming even more important because of the need to connect with many people from other countries and cultures (Lee,2006)".
- Learners agreed that cultural awareness is important because it provides knowledge about different parts of the world.
- Most of students believes in otherness. "Other" and "otherness" are technical terms used in the social sciences and humanities for the manner in which people tend to view others (people) that are dissimilar and different.

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- Learners agreed that in order to understand others' culture, they need to be exposed to other cultures via the internet and via traveling.
- Students want teachers to deal more with cultural awareness in the classroom.

### 3.4. Suggestion and Recommendations

- Teachers and students must bear in mind their target culture within learning the language. In other words, in order to learn a language, there must be a focus on its culture.
- Cultural incorporation into the classroom is obliged. For example, using videos describing the life patterns and practices of the target community. Students are expected to find certain similarities and differences, as well as positive attitudes for adaptation, and negative habits to ignore between the two cultures after watching this kind of videos.
- offering multiple contact opportunities for the learners so that they can gain experience, like Inviting students to communicate with people from other culture so they practice more.
- Placing culture at the core of the language curriculum.
- Teachers should put more interest in cultural diversity, which allow us to understand and appreciate the way of life of others.
- Showing interest to interculturality which helps learners to avoid misunderstanding and to communicate effectively with others.
- Teachers should Create an environment of openness, respect, and empathy and give more importance to developing learners' Intercultural Communicative Competence.
- Teachers should not neglect or ignore cultural competence in the classroom. They should ask students to share their cultural experiences. Also integrating some cultural activities within the language classroom
- Learners should be able to not avoid any topic to talk about, they should be open-minded and adapt only the good stuff and ignore the negatives for fruitful outcomes and successful communication.

### 3.5. Conclusion

The third part of this extended essay is dedicated to evaluating and interpreting data from the analysis methods used in this study. This chapter deals with the research question from the perspective of both students and teachers. Both accept that ICC is a significant item (module) to be incorporated into language classrooms. Both teachers and students understand that the target culture plays an important role in the teaching and learning process as it helps the

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learners achieve successful contact with English native speakers. In addition, teachers acknowledged that the target cultures may have negative points that could cause learners to go astray from the main purpose of the learning process, so they suggested some ways to avoid this cultural conflict, as well as helping learners improve their ability to understand what should be taken into account and what should be ignored.

Ultimately, it is clear that the role of the teacher is extremely important because he is responsible for creating an environment that motivates students to learn as well as raising awareness in order to prevent negative differences from the target cultures and vice versa, as well as fostering acceptance and empathy towards the target culture for good communication.

***General conclusion***

## **GENERAL CONCLUSION**

### **General Conclusion**

The current research is concerned with the analysis of the development of cultural awareness among students. This investigation is based first, on the analysis of students Awareness and if they have interests in learning about otherness and their cultures and knowing whether teachers take into account teaching culture within language teaching.

The study has shown the reasons that are neglected. One of the main reasons is the lack of cultural awareness and ignoring cultural diversity. the institution is obliged to train its teachers in order to raise the level of awareness in language teaching and also to include it in the curriculum. This study set out to explore language and communication students. The aim of this study is to analyze from the observation in the classroom and students' point view, in order to confirm that the students are not fully aware of otherness.

The dissertation consisted of three chapters the first chapter was theoretical background about teaching culture. Then, the second chapter dealt with the methodology and the data collection, it gave a description of the tools that are used for collecting information. Finally, the last chapter was about the analysis of the data collection with the discussion of the classroom observation teachers' interview and students' questionnaire. In addition, there were suggestions and recommendations for both teacher and the institution. The findings show that learners and teachers should bear in mind the target culture within learning language. Then, the institution should give more importance to ICC if they want to develop students in terms of professionalism in the real life. In short, this research is not conducted for one Language and communication institution, but it is for all the institutions that neglect the teaching culture in language teaching.

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# ***APPENDICES***

### Classroom observation

the classroom observations take a form of a grid to gather the data that is necessary for the research. The observations of the classroom were made by observing the students' behavior, interaction, and involvement.

**Level:** Master two student (language and communication)

**Item 01:** students' self cultural knowledge

how often students talk about their culture throughout their interaction with the teacher.

	Session 1	Session 2	Session3
culture specific knowledge			
socio-linguistic awareness			

**Item 02:** Attitudes

	Session 1	Session 2	Session3
Respect			
openess (withholding judgement)			
curiosity (viewing difference as a learning opportunity)			

### Students' Questionnaire

Dear student,

I am a Master II student of language and communication in the department of English at Mostaganem University, and I am conducting research about developing cultural awareness among Algerian students. You are kindly requested to fill in the questionnaire below. The fundamental aim of my research is to identify the causes behind the lack of cultural awareness. I guarantee you that your personal information will be kept secretly and your answers will be used only for the research purpose.

I. Personal Information:

a- How old are you?

.....

b- Are you :

Male

Female

c- What is your level of studies?

Master

License

Other.....

d- From which major (faculty) you belong?

.....

e- what is culture?

.....

f- why is cultural awareness important?

a- leads to good decisions

b- provides knowledge about different parts of the world (diversity)

c- develops cross-cultural communication

d- others

.....

g- do you believe in otherness?

yes

no

somehow

h- how could you know/understand others' culture (s)?

- a- to be exposed to other cultures via internet
- b- traveling
- c- both

.....

i- how do teachers deal with cultural awareness in the classroom?

- a- express interest in diversity
- b- put learners in an intercultural communicative setting
- c- invite learners to organize, sensitizing campaigns or activities
- d- other.....

.....

j- have you ever communicated with someone from a different culture?

- a- yes, online
- b- yes, face to face
- c- both
- d- Never

k- were there any difficulties or misunderstanding?

- a- vocal misunderstanding ( accent)
- b- verbal misunderstanding ( you don't know the language)
- c- non-verbal misunderstanding ( body language)

l- was there any culture shock during the interaction?

- a- yes
- b- no

m- what kind of topics would you like to avoid to talk about with someone from a different culture ?

.....

*Thank you very much for your cooperation*

## **Teachers' Interview**

Dear teachers,

As master two students of language and communication, im working on a research paper about the impact of teaching culture on developing students' Intercultural communicative competence and awareness for LMD students at Mostaganem University. I would be very grateful if you answer the next up questions to help me in my research for a Masters' degree .

**The teacher's Methodology**

**Question01 :** Have you taught before a module or subject that deals with the culture's importance in learning a language?

**Question02 :** Do you owe the students the right to speak about their cross-cultural view?

**question03 :** Do you speak with your students about the risk of negative behaviors?

**Question04:** How do you consider the reaction of the students when they learn about culture?

**Question05:** In Algeria how do we assess ICC?

**Question06 :**Which role will culture play in teaching a foreign language?

**Question07 :** Have you any ideas that could help with ICC studies