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**Developing Intercultural Communicative Competence via television platform
Case study of English students at Abdelhamid Ibn Badis University of
Mostaganem**

***A Dissertation Submitted to the Department of English for the Fulfillment of
the Requirements for the master's degree in Language
and communication***

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Abstract

Learning a foreign language entails learning the culture where it is spoken. Television has long been used in English Language Teaching (ELT) and been proved effective in improving learners' linguistic competence. However, whether it can be used to improve learners' ICC is less researched. This thesis attempts to study the effectiveness of television shows as a method of teaching culture and developing intercultural communicative competence in EFL classrooms.

Key words: Television shows, culture, intercultural communicative competence.

Dedication

I dedicate this work to my loving parents and brother who have been my rock through all the ups and downs. A special feeling of gratitude to my loving sister, my soul mate and other half who have helped me grow and have always been here for me. I also dedicate this dissertation to my friends whom I have shared a lot of memories with. I truly am blessed to have all of you in my life and to have you next to me throughout this amazing journey.

I LOVE YOU ALL

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List of Abbreviations

EFL: English as Foreign Language

EL: English Learners

IC: intercultural competence

ICC: Intercultural Communicative competence

TV: Television

CCA: Cross cultural awareness

ELT: English language teaching

TEFL: Teaching English as a Foreign Language

CL: Cooperative learning

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General introduction

The collusion of cultural dates to the era of wars where people from different backgrounds were forced to interact with each other not to mention other forms of commercial activities and social exchanges which excited back then. Today, as the world has become a global community cross cultural communicative competence has shifted from luxury to necessity. communication with people from different cultures is very common in settings such as: workplace, public spaces and politics. Hence, the emergence of intercultural communicative competence in EFL classrooms. However, due to limited intercultural communication experiences in classrooms, students are confined to what they learned in the textbook and lack of real intercultural communication encounters.

Television, with its authentic language, real physical settings and human interactions, can be used as scenario simulation by teachers and learners. With appropriate task designs, television shows can also be used in the classroom to get learners acquainted with foreign social and cultural life, thus, bridging the gap for lack of real intercultural communication encounters. Although television has been used in EFL classrooms as an instrument to improve learners 'speaking, reading and listening skills the theory of its effectiveness in developing ICC is not thoroughly explored.

Therefore, this study aims to shed the light on the use of television shows to help develop EFL learners' ICC. Another objective of this thesis is to introduce new techniques and strategies to incorporate television shows and movies in ICC classrooms.

The present study is set to find answers to the following research questions:

- How would we use television shows to increase students' s cross cultural competence in classrooms?
- What are the different methods and techniques to be followed to

Reach our objective?

Television shows are considered a portable to culture for they provide authentic setting of people's daily life. Therefore, we hypothesize that its integration in ICC classrooms would be an asset and its use would significantly help the development of learners' cross-cultural competence. As an attempt to answer our research question and validate our hypotheses we have divided our research into three chapters; the first chapter represents the theoretical background to the different parts that are linked to the research topic.

This chapter is made up of three parts; each part contains sub-titles. The first part provides a brief introduction to Intercultural communicative competence and its importance in EFL classrooms. We then move to the second part where we explore some approaches adopted in teaching ICC. The last part is a transition from the general theme to the more specific one where we present a brief history of television, we also discuss its relation to culture and explain the crucial role it plays in cultivating EFL classrooms by providing a list of television shows that showcase culture.

The second chapter deals with the research methodology and data collection of the present study where we use a students' questionnaire in order to reach our objective. Our last chapter deals with the findings obtained and data collected from our questionnaire where we will answer our research questions.

Chapter One

Chapter one: Theoretical Background

1. Introduction

The following chapter offers a brief theoretical background of our chosen topic, it is split into three parts. The first part provides a brief introduction to Intercultural communicative competence and its importance in EFL classrooms. We then move to the second part where we explore some approaches adopted in teaching ICC. The last part is a transition from the general theme to the more specific one where we present a brief history of television, we also discuss its relation to culture and explain the crucial role it plays in cultivating EFL classrooms by providing a list of television shows that showcase culture.

Part One

1. What is intercultural communicative competence

Defining ICC is not an easy task .at its core, ICC is the preparation of individuals to communicate effectively with other people from different cultural backgrounds in different settings. Taylor 1994« ICC is an adaptive capacity based on an inclusive and integrative world view which allows participants to effectively accommodate the demands of living in a host culture. as a concept, has been explored and studied under different terms, such as cross-cultural effectiveness, cross-cultural adjustment ,cross cultural competence, intercultural effectiveness, intercultural competence and intercultural communicative *competence*.

cultural Communicative Competence is composed of two closely related areas including communicative competence, and intercultural competence. The communicative competence consists of linguistic competence, sociolinguistic competence, and discourse competence. Intercultural competence consists of three components (knowledge, skills and attitudes) and is supplemented by five values:

1_intercultural attitudes.

2_knowledge.

3_ skills of interpreting and relating.

4_ skills of discovery and interaction.

5_ critical cultural awareness (Byram et al. 2002, pp. 11-13).

These five major intercultural competences are strongly interrelated. Byram argues that “the basis of intercultural competence is in the attitudes of the person interacting with people of another culture.” Without this basic competence, the other four cannot truly develop.

2. The components of intercultural communicative competence

The components of intercultural competence may be broken down into attitudes, knowledge and understanding, skills and actions. The attitudes involved include:

- Valuing cultural diversity and pluralism of views and practices;
- Respecting people who have different cultural affiliations from one’s own;
- Being willing to empathize with people who have different cultural affiliations from one’s own;
- Being willing to question what is usually taken for granted as ‘normal’ according to one’s previously acquired knowledge and experience;
- Being willing to seek out opportunities to engage and co-operate with individuals who have different cultural orientations and perspectives from one’s own.

The knowledge and understanding which contribute to intercultural competence include:

- Awareness and understanding of one’s own and other people’s assumptions, preconceptions, stereotypes, prejudices, and overt and covert discrimination;
- Communicative awareness, including awareness of the fact that other peoples’ languages may express shared ideas in a unique way or express unique.
- Knowledge of the beliefs, values, practices, discourses and products that may be used by people who have particular cultural orientations;
- Understanding of processes of cultural, societal and individual interaction, and of the socially constructed nature of knowledge.

The skills involved in intercultural competence include skills such as:

- Multi-perspectivity – the ability to decanter from one’s own perspective and to take other people’s perspectives into consideration in addition to one’s own.
- Skills in discovering information about other cultural affiliations and perspectives.
- Skills in interpreting other cultural practices, beliefs and values and relating them to one’s own;

empathy – the ability to understand and respond to other people’s thoughts, beliefs, values and feelings.

- Cognitive flexibility – the ability to change and adapt one’s way of thinking according to the situation or context;– linguistic, sociolinguistic and discourse skills, including skills in managing breakdowns in communication.

Actions include:

- Seeking opportunities to engage with people who have different cultural orientations and perspectives from one’s own.
- Co-operating with individuals who have different cultural orientations on shared activities and ventures, discussing differences in views and perspectives, and constructing common views and perspectives.
- Challenging attitudes and behaviors (including speech and writing) which contravene human rights, and taking action to defend and protect the dignity and human rights of people regardless of their cultural affiliations.
- Intervening and expressing opposition when there are expressions of prejudice or acts of discrimination against individuals or groups.
- Challenging cultural stereotypes and prejudice.

3.The importance of ICC in EFL setting

Tran and Duong (2015) assert that ICC is one of the must-to-have skills to ensure harmonious community. Particularly, in the EFL setting, ICC can enhance teachers’ and learners’ knowledge, attitudes, behaviors, and skills so that their intercultural awareness is

significantly increased to avoid communication breakdown, cultural shock and conflict. Although teachers have some constraints, namely time limitation, ineffective methods, and intercultural knowledge limitations (Tran & Seepho, 2015) with a better understanding of ICC and its useful applications.

They will find compatible ways to integrate it in their Although teachers have some constraints, namely time limitation, ineffective methods, and intercultural knowledge limitations (Tran & Seepho, 2015) with a better understanding of ICC and its useful applications. They will find compatible ways to integrate it in their Although teachers have some constraints, namely time limitation, ineffective methods, and intercultural knowledge limitations (Tran and Seepho, 2015) with a better understanding of ICC and its useful applications. They will find compatible ways to integrate it in their practical teachings. Consequently, once teachers' attitudes and behaviors are positively increased, and they become more knowledgeable and competent regarding ICC, they will be more willingly to incorporate cultural practices in their teachings (Atay, Kurt, Camlibel, Ersin, and Kaslioglu, 2009).

Regarding learners' ICC promoted greater cross-cultural awareness and skills that enables them to critically compare beliefs, attitudes and behaviors that occur in their own culture and in other cultures (Holguin, 2013). As a result, they can convey information effectively and appropriately in the various cultural backgrounds (Gatanale, 2015). In short, ICC plays a crucial role in fostering both teachers' and learners' knowledge, attitudes, skills and awareness so that they can encounter with cultural difference and conflict (Alptekin, 2002) and gain the effective and appropriate intercultural communication.

Part Two:

Approaches to teaching ICC

1. Intercultural approach

An intercultural approach is evidenced through strategic design of curriculum, tasks and activities, as well as supported and facilitated interactions in the classroom. Further, through the modeling of a culturally inclusive ethos that characterizes the classroom and the discipline

represented by the teacher. An intercultural responsive classroom provides an opportunity for each member to reflect and engage with diversity. Further, to develop an awareness of and ability to work in a collegiate way, reflecting attributes that commonly define global citizenship.

Thoughtfully designed curriculum activities provide an effective way to move away from generalizations, stereotypes and bias to enable a learner's cultural identity, knowledge and experience legitimacy in the learning and teaching interaction.

1. Comparative approach

On the Other hand, emphasizes that foreign culture should be related to learners 'own. Buttjes and Byram (1991: 13, cited in Edginton 2000:136) claim that instead of providing learners with "a one-way flow of cultural information" they should be encouraged to reflect on their own and foreign culture. The comparative approach draws on the learner's own knowledge, beliefs and values which form a basis for successful communication with members of the other culture. Byram states that learners cannot rid themselves of their own culture and simply step into another.

2. Problem-oriented approach

This is also based on learners' own research. Differently from the previous one it is characterized by co-operative tasks. Learners work in pairs or small groups on different aspects of the other culture. They share and discuss their findings with others in order to form a more complete picture. Lastly, learners interpret the information within the context of the other culture and compare it with their own. (Tomalin and Stempleski 1993)

3. The skill-centered approach

It differs from the above-given approaches in a sense that it is more practical and might be useful for those who need to live within the target- language community. It aims at developing learners' skills, which they may need to manage the issues involved in (mis)communication between cultures/societies. It does not primarily mean knowledge of the other culture. According to Bolt, the skill-centered approach stresses awareness and skills as much as content, the present and future as much as past and, lastly, similarities in cultures as much as differences

Part Three:**1. Television history**

Television (TV) the electronic delivery of moving images and sound from a source to a receiver. By extending the senses of vision and hearing beyond the limits of physical distance, television has had a considerable influence on society.

Conceived in the early 20th century as a possible medium for education and interpersonal communication, it became by mid-century a vibrant broadcast medium, using the model of broadcast radio to bring news and entertainment to people all over the world. Television is now delivered in a variety of ways: “over the air” by terrestrial radio waves (traditional broadcast TV); along coaxial cables (cable TV); reflected off satellites held in geostationary Earth orbit (direct broadcast satellite, or DBS, TV); streamed through the Internet; and recorded optically on digital video discs (DVDs) and Blu-ray discs.

The technical standards for modern television, both monochrome (black-and-white) and color, were first established in the middle of the 20th century. Improvements have been made continuously since that time, and television technology changed considerably in the early 21st century. Much attention was focused on increasing the picture resolution (high definition television [HDTV]) and on changing the dimensions of the television receiver to show wide-screen pictures. In addition, the transmission of digitally encoded television signals was instituted to provide interactive service and to broadcast multiple programs in the channel space previously occupied by one program.

3. Culture and television

"*The opiate of the masses,*" is a phrase constantly used by our generation to refer to television hence television is a big part of most people's lives, and it's more than a reflection of our society: It's helping to shape who we are, how we interact, and how we see ourselves. Between the 1940s and 2000s, the three major networks (ABC, NBC, and CBS) developed prime time shows that would appeal to a general family audience and that had a major impact on society and culture e.g. (Leave It to Beaver, Friends, Father Ted...etc)

It shaped the way people think about such important social issues as race, gender, and class. The cultural impact of television could be implied from the discussion of content through the decades. Regular television viewers make connections with storylines and characters. Television is related to culture by showing us narratives, characters and predicaments that we recognize.

One character in a show may be going through something that we have experienced and may have to face the same problems. Through a wider lens, the overall plot of the story may resemble the culture we know and its current issues from war, poverty, the class divide, racism, environmental issues and more.

Television shows that reflect culture are usually the most successful when it comes to review and box office figures, simply because TV shows that relate to culture are relatable and resonate with us. We can connect with these films because we understand them and their messages easier.

4. TV shows in TEFL

Foreign shows are the most well-known non-print media used in ELT. They are easily accessed and readily available in most countries around the world. Besides their popular means

of entertainment, their use as teaching material is also significant amongst language teachers. (Sabouri&Zohrabi, 2015) Intercultural topics that show how people from different backgrounds communicate and interact are becoming more prominent in language teaching where teachers can benefit from the treasure trove of films and series.

Kramersch (1995) makes the point that intercultural content in film can reveal how people from different backgrounds think and interact by focusing on areas such as immigration, racism and discrimination, etc. Consequently, using film has the potential to not only raise greater awareness of cultural differences (and similarities) but also serves to generate a feeling of empathy in learners. Although televised shows cannot substitute for actual cultural encounters, they can provide useful practice for them by fostering understanding and developing sensitivity.

Sherman (2003) believes that authentic film is a ‘window on English language culture.’ So, foreign films cannot only be used for teaching but also, for educating students about social aspects and they have great potential in facilitating language and culture classroom especially in terms of fostering ICC. Intercultural contact through TV shows enables students to understand other people’s actions and to have empathy with members of minority groups. They also vividly represent intercultural misunderstandings and the roots of racism.

5. TV shows with cultural representation

TV shows are considered a portable to culture for they represent the day to day lifestyle and can offer a glimpse to core values and traditions. Watching TV shows, you can learn about family life, workplace dynamics, how to use common phrases, trends in dress, and hot topics of conversation. *Dirty pretty things* is a movie about illegal workers in London; this film fosters empathy with people from different backgrounds *modern family* is an American series that showcases family values and the everyday lifestyle in America.

Pose gives you a look into the LGBTQ community in America, this series teaches the watcher cultural awareness and acceptance of other people’s choices and orientation even if it is different from one’s one. *Legally blond* is a movie about a sorority girl who is trying to break the

stereotype of blonds being stupid by getting into Harvard law. *Friends* this series is a pop culture phenomenon, it has inspired fashion clothing, hair styles and even some slang words. Americans consider it a pure representation of their culture.

Freedom writers is a movie about gangs and racism and the struggle people of different races go through every day. *Yasmin* is a film that illustrate cultural conflict, it explores the anger and estrangement a young British Muslim woman feels because of the way she is treated in the wake of 2001 terrorist attacks.

5. Conclusion

This chapter provided an overview of the topic at hand presenting researched facts about the relation between intercultural communicative competence and television. The next chapter will be a representation of our research methodology and the data collected from it.

Chapter two

Chapter Two

Research Methodology

2.1 Introduction

This chapter deals with the research methodology of our inquiry and data collection. It provides persuasive remarks in order to explain and find answers about the use of television shows as a tool to help increase cultural awareness and develop intercultural communicative competence in EFL classrooms of the English department at the university of Abdelhamid Ibn Badis in Mostaganem. The other aspect that is investigated in this thesis is the methods and procedures used to undertake the present inquest. In the following section, we will present the methodological framework of our research.

2.2 Research Method

This study aims at investigating students' openness towards the transition from Traditional methods in ICC classrooms into more modern ways by implementing and using televisions as a tool and tv shows as material.

- How would we use television shows to increase students' s cross cultural competence in classrooms?
- What are the different methods and techniques to be followed so as to reach our objective(s)?

To answer these questions, we have selected a research method, that is combination of quantitative and qualitative research methodology.

2.3 The participants

We have selected specific age groups of both license and master's degree students in the English department at the University of Abdelhamid Ibn Badis Mostaganem to take part in this study.

2.4 Research Instrument

For this research, the data collection instruments used is the students' Questionnaire. "The questionnaire is considered an essential tool in any study because it can allow the collection of both quantitative and qualitative information and the use of open and closed formal questions". Patton (2002). Therefore, the students' questionnaire was used to gather either qualitative or quantitative data. This questionnaire focused on evaluating the use television shows to help develop EFL learner's intercultural communicative competence.

The aim behind the questionnaire was to confirm the hypothesis of the study through collecting students' answers which were analyzed eventually. the questionnaire was given to our informants online using google forms and Facebook.

The selected masters' and licence students were given questionnaires that contained 16 questions of both multiple choices and open-ended types to have a better insight on learners' suggestions and opinions. The questionnaire was divided into four parts.

The first part: had two general question about the participants 's profile (gender and age)

The Second Part is composed of two questions about their ICC level and the range of importance of ICC to them as EFL learners.

The Third Part is about the student's opinion regarding ICC classrooms nowadays and the use of television shows, as a frame of reference in ICC, what type of approaches and methods they would prefer and if they are open to using television as a tool to help increase cultural awareness specifically and Intercultural communicative competence in general. it contains 10 questions.

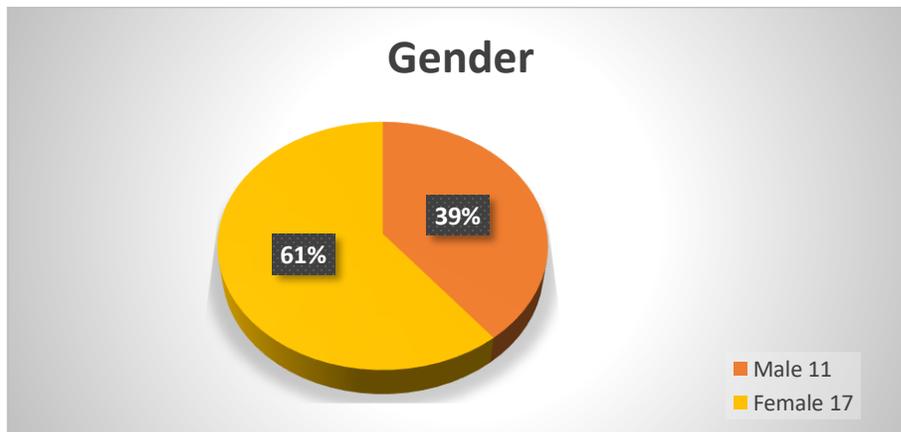
The fourth Part is about giving their opinions, suggestions and comments; it contains 02 questions.

2.5 Data analysis

In this section, a description of the obtained results from the collected data will be presented and displays. This research is based on both qualitative and quantitative methods that are suitable to analyse the data collection. Therefore, the results of the questionnaire is as following

Part One:

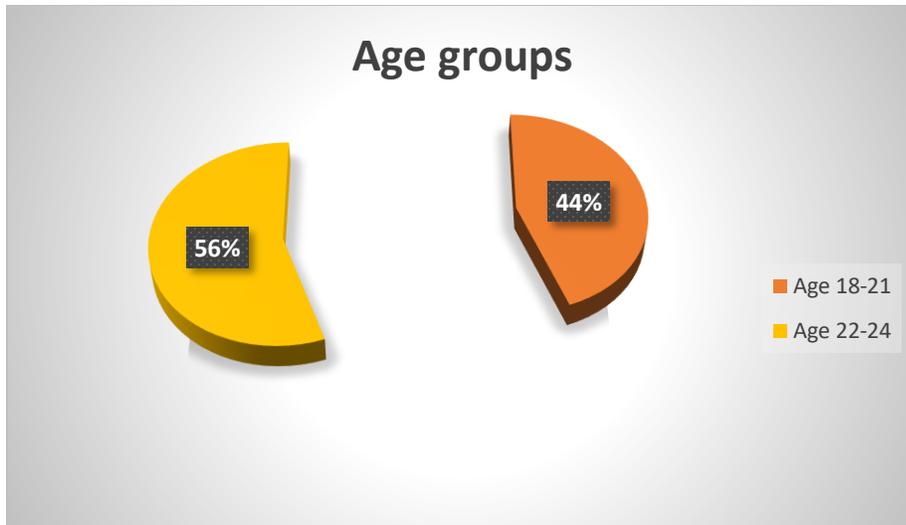
Students' Gender: The gender was as the following: 11 participants were males that is about 39%, while the other 17 participants were females, which is about 61%.



Graph one: student's gender

Students' Age: A call for participation was sent to students between the ages of 19 to 21 and 22 to 24.

The results showed that 12 students were between the age of 19 to 21 (about 45%) and 15 participants were between the age of 22 to 24 (about 56%).

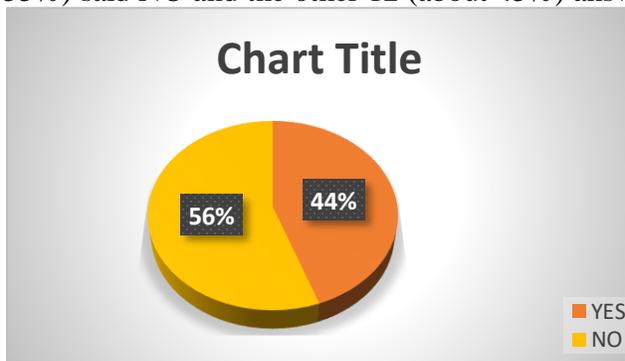


Graph02: Students' Age

Part Two:

Q01: Are you satisfied with your ICC level?

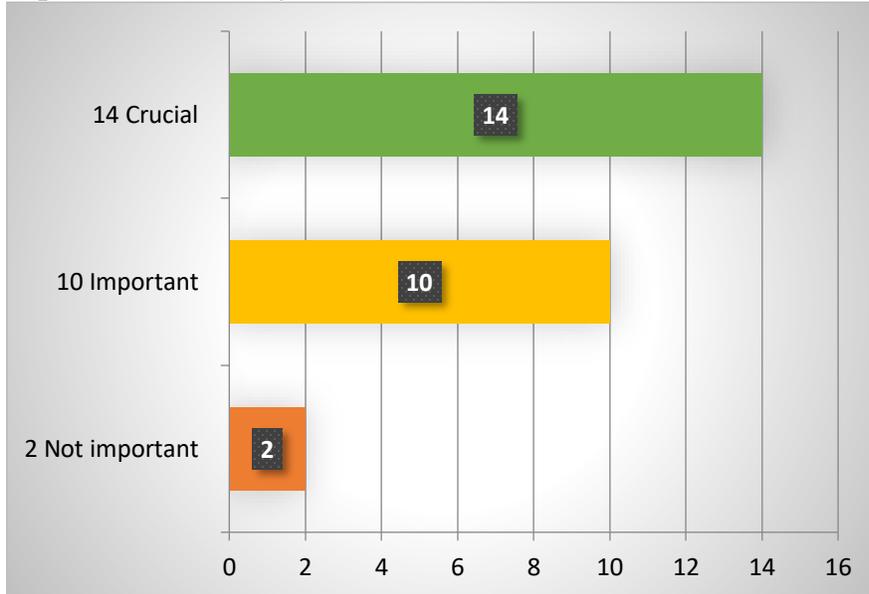
The students were asked if they are satisfied with their level in ICC or not, 15 participants (about 55%) said NO and the other 12 (about 45%) answered YES.



Graph03: Students' Level of satisfaction in ICC.

Q02: As an EFL learner, how would you rate the importance of the implementation of intercultural communicative competence in the classrooms ?

The results show that 8% of the participants found it not important, while 38% of them **chose important and finally 54% said crucial.**

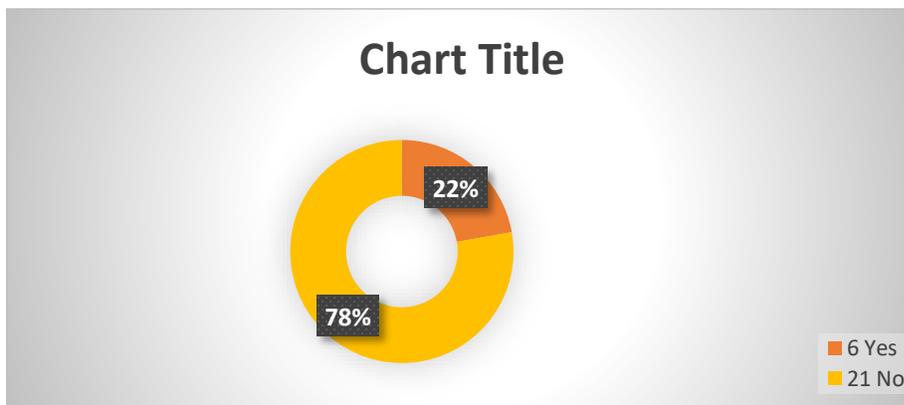


Graph 04: the importance of ICC in EFL classrooms

Part three

Q01:Would you say that classrooms nowadays have a wide range of cultural subjects and materials?

The collected data showed that 06 students answered **yes** (about 22%), while 21 participants answered **no** (about 78%).

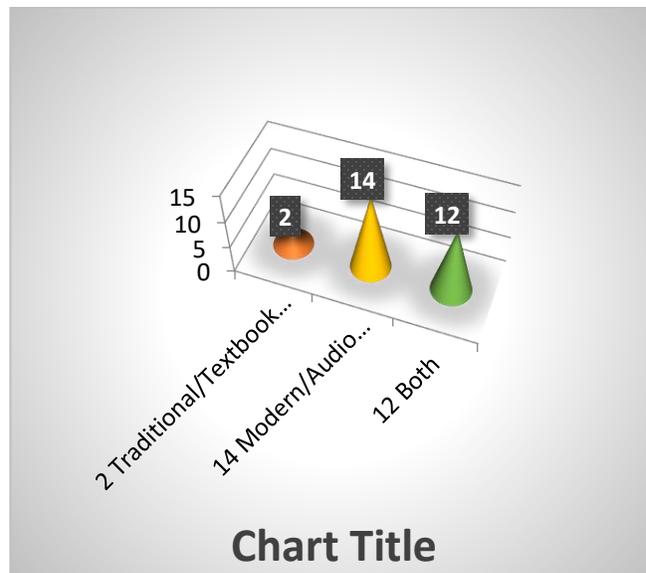


Graph05: the availability of cultural subjects and materials in classrooms

Q02: what type of approach to ICC would you prefer?

In this question, students were asked what type of approach they would prefer and were given three choices; Traditional/textbook approach, modern/ audio visual approach or both.

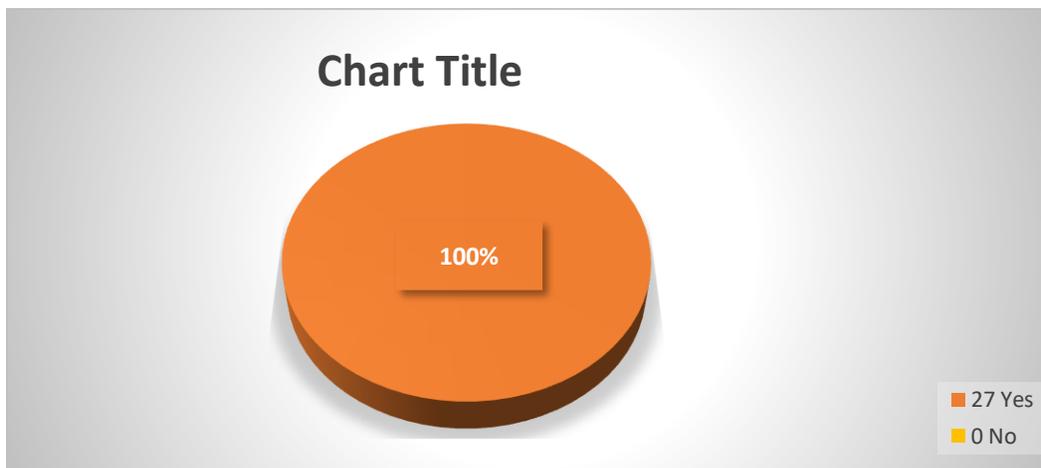
2 participants (about 7%) preferred the traditional approach ,14 students (about 50%) chose the modern approach and the other 12(about 43%) said both.



Graph06: approach preference

Q03: do you watch television shows (movies,series, cartoons...ect)?

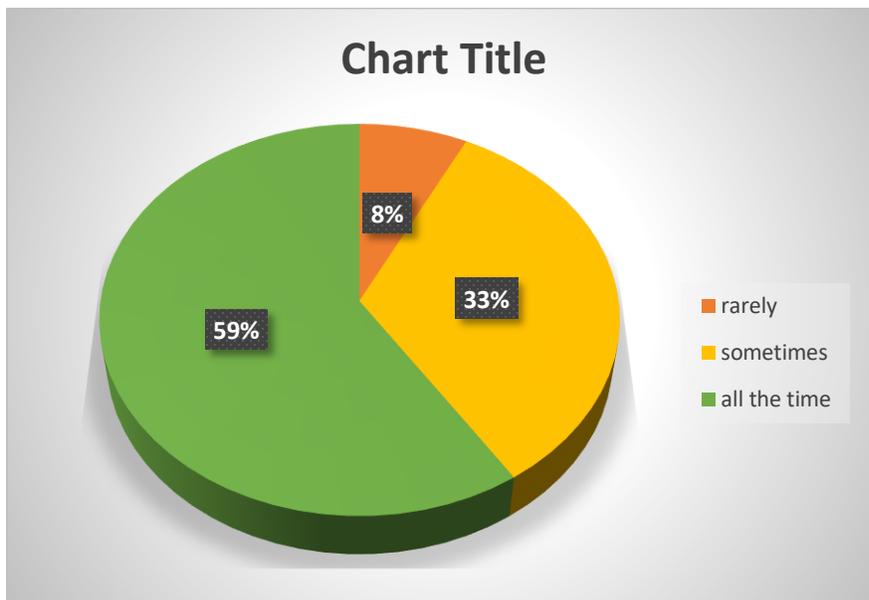
The collected data show that all the 27 participants answered YES(100 %) making the total of the answer NO (0%).



Graph07: watching television shows

Q04: How often do you watch television shows?

The students were given three choices .2 of them (about 08%) answered rarely,9 participants (33%) chose sometimes and the other 16 (about 59 %) said all the time.



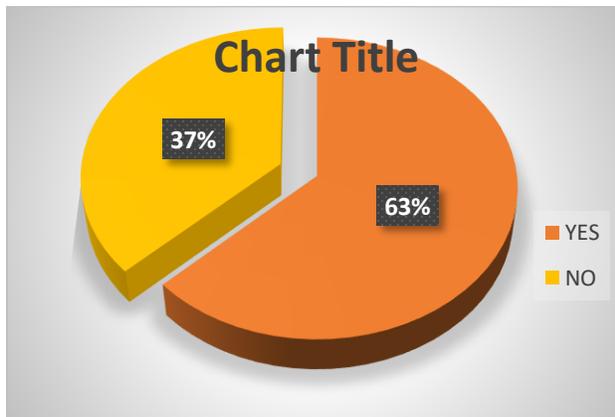
Graph 08: the frequency of watching TV shows

Q05: have you ever had a cultural encounter where you have used movies /series as a frame of reference?

The students were asked if they have ever used television shows in a cultural encounter and were also asked to tell the story if they answer yes. The data obtained reveal that 63% (17participants) said YES and 37% (10 participants) said NO.

Some stories:

1.I was as using this video chat app called zoom with ma friends and an African American popped on the screen my friend's first word was hey N which is a word use only by the black community if another uses it is offensive but thanks to the big amount of series I watched I knew that it was considered racism so I stopped my friend an apologized the guy was very happy with what I did.



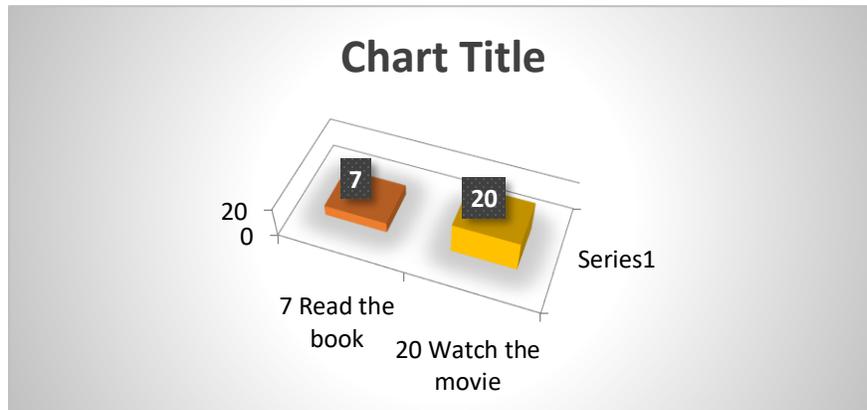
Graph09: the use of TV shows as a frame of reference

2. We had conflict on a word which we couldn't agree on the right definition we used one of the series to understand the right meaning and help the others to understand.

3. Yes, I used a movie called Troy to talk about a Greek mythology.

Q06: if you were asked to do a book report about a book that talks about racism which was later made into a movie would you?

The students were given two choices ;to read the book or watch the movie and were later asked to state why .The results gathered showed that 26% (07 participants) preferred reading the book ,whereas 74%, (20 participants) chose to watch the movie



Graph10: the choice between a book and a movie

Pro book:

1. I am a bookworm and I prefer reading it so that I get things clearly and imagine all in my mind.
2. Books are my favourite so I enjoy reading books more then watch a movie.
3. Because sometimes movies would cut many pieces of the story.
4. Books often contain more details than the movie adaptation.

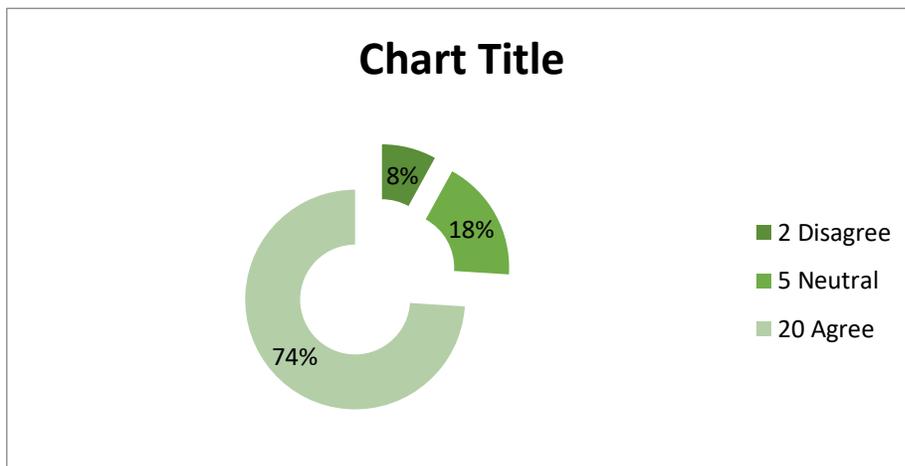
Pro movie:

- 1.prefer visual scene more than reading.
- 2.in order to live the cause.
- 3.Becaus i don't like books.
- 4.Because movies are entertaining and not boring.

5. Because the movie is shorter, and you can actually see the events.
 6. It has a realistic view.
 7. Watch the movie because it's easy way to understand.
 8. Because We are digital natives.
 9. Because the book consumes a lot of time comparing to the movie.
 10. Because if you read a book you have to imagine the action not like movie.
- More elaborating and interesting

Q07: television shows offer a more realistic setting of culture

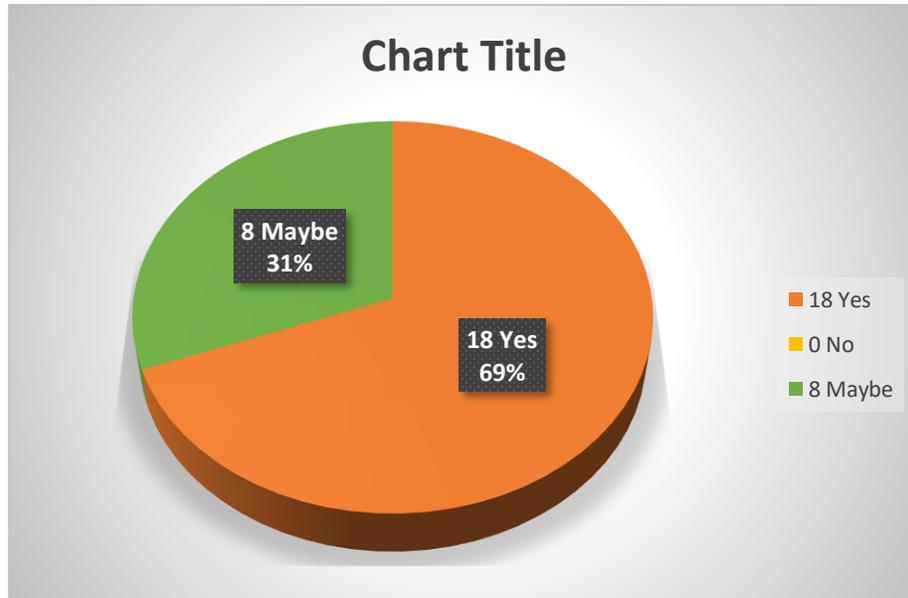
The results gathered showed that 08% (02 participants), disagreed with the statement above, 18% (5 participants) were neutral whereas, 74% (20 participants) were in agreement with the statement.



Graph11: tv shows and cultural settings

Q08: would you say that watching television shows has nourished your cultural awareness?

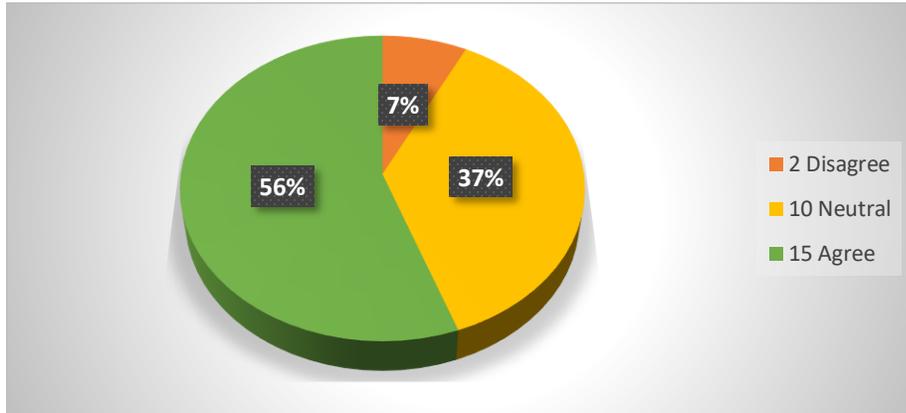
In this question, students were asked if they thought TV shows has helped nourish their cultural awareness;8 students (about31%) said MAYBE the other 18(69%) answered YES; therefore, none of the participants said NO (0%)



Graph12: the nourishment of student's ICC via Tv shows

Q09: television shows provide content that covers all components of the target language's culture

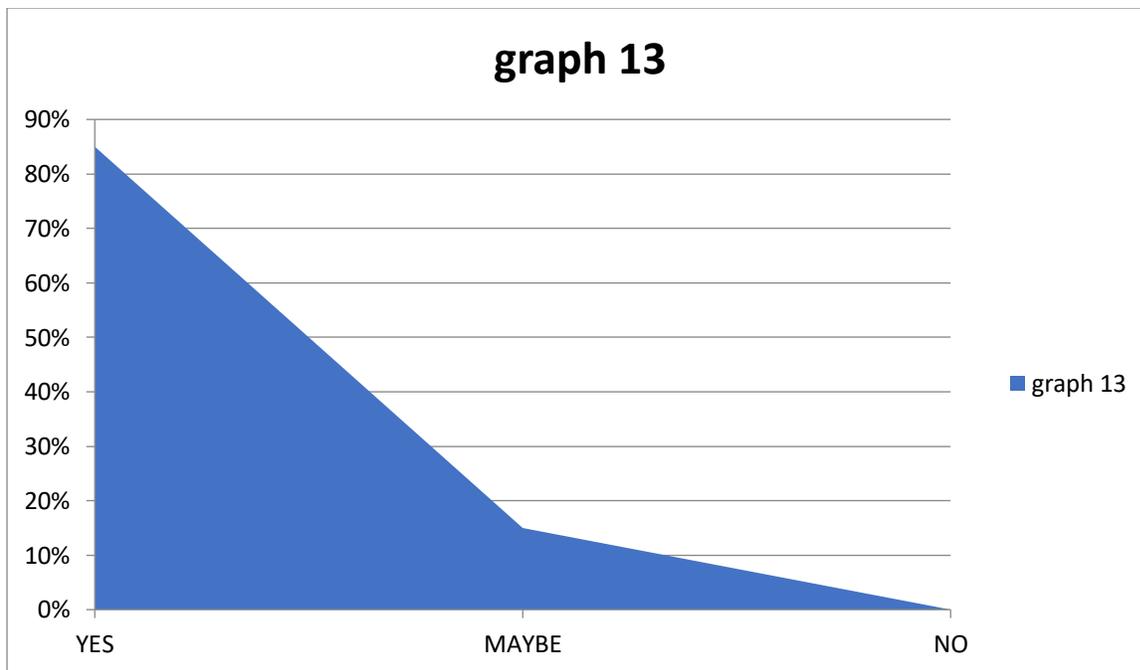
The latter seeks to find out if the students agreed or disagreed with hypotheses of television covering all components of culture., The results reveal that 02 participants (07%) disagreed ,while 10 participants (37%) were neutral, and the last 15 participants (56%) agreed with the statement.



Graph13:TV shows' content and culture

Q10: do you think that the use of televised programs as authentic materials in ICC classrooms would help the development of your cross-culture competence?

The results gathered showed that 85% (23participants) answered YES, otherwise 15% which are 4 participants. However; none of the participants said NO making it a 0%.



Graph14: the use of TV shows as authentic materials in ICC

Part Four: Learners opinion and suggestions concerning the use of television shows in ICC classrooms

Q01 according to you what are the pros and cons of using tv programs in ICC classrooms?

As the data reveal, we noticed that all the participants in their responses to this 16 students out of 28 answered this question and the answers were the following:

Pros:

1. it motivates learning and support diverse intelligence.
2. it is a very good tool.
- 3.It's fun, I think.
- 4.the good thing is that you can get the whole lesson well explained through watching better than papers
- 5.They are helpful and they had great results in ICC classrooms
6. More efficient and time consuming.
- 7.Adventure, and awareness one
- 8.As for the pedagogical aspect, there are positives, which may change the student's routine.
- 9.It helps getting a better idea about the society, the traditions and of course it helps in understand the way they think.

Cons:

1. poor use of classroom time Counterproductive to learning.
- 2.Sometimes TV programs tend to showcase an aspect from a culture that may be wrong if not handled right some can make judgments out of it.
- 3.The learner may forget about his own identity and culture.
- 4.the electricity may bug which leaves frustration.
- 5.Maybe this won't help those who are not visual learners.

6.As for the negative side, television distracts the student from studying, so his focus decreases with the lesson.

7.sometime the content of those tv shows is not acceptable by our society especially in the religious side.

Q02: As EFL learner; what would you suggest as a way to transition from traditional methods to more modern ones?

In This question students were asked to suggest ways that would help the transition from the traditional to the modern methods;07 students out of 28 provided input. Their suggestion was as the following:

1.Modernise a bit

2.Give a chance to students to express themselves and feel free to criticize this education method and try to copy the goods from the European and American methods like using Internet to Make it more fun.

3.I wish if teachers will try to replace those papers with educational documents or tv shows to make things clear and easy, also the use of plays is super helpful.

4.The operation of transition can be by using of modern technology such as internet and watching videos to acquire new vocabulary ...etc

5.follow some good rules being careful from bad ones and practice those ones step by step It must be blended learning and flipped classroom which is more learners cantered approach that works hand in hand with technology and the teacher is only an instructor and a guide to them

6.For me, I think that it is necessary to rely on the same method of education accredited abroad in order to be able to reach the required result

7.Using audio-visual methods

2.6 Conclusion

Chapter two presented the methodology and the data collection of the proposed study. First, it gave the description of the research method procedure that is used in this study. Then, it showed the research respondents who participated in this work. Accordingly, it also delivered a detailed description of the data collection instruments: a questionnaire was conducted with license and master's degree students of English at University of AbdElhamid Ibn Badis. Finally, the results obtained from data collection tool were listed in the chapter. The data gathered from the participants will be further investigated and analyzed in the following chapter that will discuss the research findings.

Chapter three

Chapter three

Results and discussion of the findings

3.1 Introduction

The following chapter includes the findings and the discussion of the inquiry that have been conducted, in order to verify and validate the hypotheses presented. Therefore, the analysis of the collected data is to determine the following objectives:

* showcasing the importance of television shows as they pave the way to understand the culture, they increase the learner 's motivation towards ICC training and provide a more realistic approach to cross cultural competence. In The last chapter, the most highlighted results will be analyzed and discussed, furthermore we will determine the efficiency of televised programs when used as tools in intercultural studies.

3.2 Discussion

In this section, we plan to interpret the data gathered from the student's questionnaire to have a clear perception and understanding of our research. Interpretation of our results in this portion of the paper, we will include results obtained from the questionnaire sent to students from the English department -28 participants, where 11 of them were males the other 17 were females.

3.3 Developing intercultural communicative competence via television platform Television:

shows have long been used in EFLT classrooms as tools to help improve learner 's listening, speaking and reading skills. Now as culture have become a crucial part of learning a foreign language, television shows can also be used as instruments to cultivate the learner's cross cultural competence. In fact, a 100% of our participant already watch television and 59 % of them watch it on regular basis. More findings show that 69 % of our participants acknowledge that using televised programs as a tool would significantly help their intercultural communicative competence. As a matter of fact, about 50 % of our participants preferred using them over textbooks so as to increase their ICC level. The results also show that 63 % of the students have used television shows to facilitate a cultural encounter. Furthermore, arguments provided by our participants demonstrate how the usage of TV shows can elevate Morales and increase motivation towards ICC for they consider them: « FUN ».

3.4 Findings

Having established the importance of intercultural communicative competence in the second section of the questionnaire where more than half of the participants (about 53%) labelled it as crucial, we can now move to evaluating the student 's ICC level. Although the majority of the students showed satisfaction with their level of ICC, some answers demonstrated otherwise showing that the learners do not have a full grasp of what ICC is. The following examples are from the fourth section where students were asked to list some pros and cons to using tv shows in classrooms and are a testament to the point mentioned above; « sometime the content of those tv shows is not acceptable by our society especially in the religious side. », «Sometimes TV programs tend to showcase an aspect from a culture that may be wrong if not handled right some can make judgments out of it. ». The learners should differentiate between adapting a new culture into their own and being open minded about the culture of the language they are learning, this is due to the absence of authentic materials in ICC classrooms, about 78% of the participants agreed to the fact that present classrooms lack authentic cultural materials. « Practice makes perfect »; meaning regular exercise of an activity or skill is the way to become proficient in it and since not all students have the luxury to travel and meet natives in order to put their knowledge into practice, television shows can be the next best thing for they provide a realistic simulation to the target culture which was later confirmed by the students where about 56 % said that television content does cover a wide range of cultural components.

3.5 Implementing television shows to help increase EFL learners ICC level

The data collected from the inquiry we have conducted demonstrated that the use of television shows in ICC classrooms would be of significant help. The influence television shows have on the culture learning process will be indicated by our participants in the given questionnaire. 69% of the students said that their cross-cultural competence has been nourished by watching television shows, while 51% of them said that they have already used the knowledge acquired by television shows as a frame of reference in a cultural encounter. The results also revealed that more than half of our participants (about 52%) would like to use audio visual methods rather than textbooks

while learning ICC and 85% thought that using television shows would help in ICC classrooms, while 74% prefer the use of movies over books when carrying out a cultural task given by the

teacher. to recap, it was validated throughout the research that television shows can be an asset to the development of the intercultural communicative competence in EFL classrooms; the data collection also demonstrated that most of the learners acknowledge the value of television shows as a key tool in cross cultural training. Most of the students reacted positively to the implementation of television shows in ICC classrooms arguing that it is a more relatable method since they are considered digital natives.

3.6 Techniques and strategies for teaching ICC through television shows

Sherman (2003) believes that authentic films is a 'window on English language culture.' So, foreign television shows cannot only be used for teaching but also for educating students about social aspects and they have great potential in facilitating language and culture classroom especially in terms of fostering ICC. To this intent, teachers can use some of the following strategies to incorporate learning through television:

1. Promoting cooperative learning: flipping the traditional classroom and rearranging the environment, promoting small groups or whole class activities while watching and discussing a series or a movie. This strategy encourages the students to actively assimilate and process the new information, while cross modelling it with fellow classmates. Expressing their ideas and responding to others, the students will develop their confidence, as well as enhance their communication and critical thinking skills. For example, the teacher may ask the students to consider how they would react in an intercultural encounter where they have to welcome a foreign student into their classroom while using a movie scene as a frame of reference.
2. using Role_ Play before and after watching a movie or a series: having the students act and improvise a short scene based on intercultural communication before watching an actual movie or series scene, then discussing and pinpointing areas for improvement through constructive peer evaluation. A mock scenario is the best way to learn from cultural mistakes. These improvisations may be related to numerous cultural differences such as clothing, food, music, traditions...etc. we can also include cultural clashes, stereotypes and clichés.

3. didactization of a television show: this strategy entails basing a lesson on the didactization (the process of rendering content into syllabi) of an episode of a tv show or a movie. This allows the

tv show to become the main source for content which provides the students with an authentic cultural view. For instance, basing a lesson on a movie called *legally blonde*; this movie tells the story of a blonde girl who tries to break the stereotype of a sorority girl being stupid and only good for being pageant queens by going to Harvard law. Based on the story line of the movie the students would have a look into the American legal system, what they consider as beauty standards and stereotyping. The latter would demonstrate what the students should avoid in cultural meetings and it would help their cultural awareness and empathy.

4. Focus on Linguistic, Sociolinguistic and Pragmatic Skills When Planning your film-inspired intercultural syllabus, incorporate exercises that are based on linguistic, sociolinguistic and pragmatic skills development. When placing emphasis on these areas, students become more aware of the non-verbal features of spoken language and the importance or influence of body language. By adopting this strategy, they are also encouraged to explore the different elements of another culture and the correlation between language, identity and culture, while negotiating meaning in dealing with difficult situations (social conventions or living conditions, for instance) and differing points of view or perspectives. For instance, repeated scene viewings are possible while focusing on specific pragmatic particulars in terms of speech acts or politeness.

3.7 The Obstacles encountered while using this method

- Shortage of technological equipment in our classrooms.
- *length of a show or a movie can make its use in the classroom difficult.
- Students may be distracted from the objective of the lesson.

3.8 Limitation of the study

Our study undergone some obstacles since the timing of research has been synchronized with a global pandemic resulting in limited amount of resources and number of participants. Therefore, the results can't be generalized except if more studies were to be conducted on a vaster scale

with more students. Another point, the study would have been better if we had a teacher's questionnaire; their input would have made it more accurate since the use of television in our classrooms is particularly non-existent.

3.9 conclusion

In this chapter, the results gathered were analyzed and discussed. The interpretation of the results obtained aimed at tackling the main research questions, with addressing the different research objectives. Initially, a discussion of the main findings was established. In fact, we revealed that it has become quite significant to use television in ICC classroom to Develop EFL learners' cross-cultural competence. Television shows in classrooms can put a student in a constructive learning and an insightful environment. As a matter of fact, students' motivation toward culture has elevated resulting in a better learning environment hence a better level in ICC.

General conclusion

Today, as culture has become an integral part of learning a new language teachers and learners are constantly researching new creative ways to cultivate their intercultural communicative competence. Our thesis suggested the use of television as it is considered a window to culture for it provides content that displays real life sceneries where learners are given the opportunity to witness natives 'interactions first-hand.

To this intent, our study aimed to investigate to what extent can television be used in enhancing learners' cross-cultural competence and explore different techniques to implement Television shows as a tool of teaching. Another point was to test learners 'willingness to use as means of learning culture.

As a matter of fact, according to our data collection the students showed Positive reaction toward adapting this method as it breaks the traditional barriers and promote a better attitude toward ICC. It also, provides them with the real cultural interaction they lack in classrooms. Our research also revealed that most of the students watch television and already use its content unconsciously to facilitate a cultural encounter making it possible and easy for teachers to introduce television shows in their curriculum. Our inquiry than moved to explore different strategies and techniques. Upon conducting our study we discovered that traditional methods used in todays 'classrooms are not enough which resulted in the current low level of ICC as it was proven throughout our study making that much important to incorporate television in our classrooms.

Finally, we have reached the conclusion that Television as a learning/teaching tool in ICC classrooms should shift dynamically from being optional to necessary due to the significant exposure of culture it provides for our learners.

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I am conducting a research for my master thesis on the use of Television content as a tool to help develop EFL learners' ICC level. This questionnaire attempts to collect data concerning the use of television shows and movies by learners in classrooms. Therefore, you are kindly asked to answer the following questions and adding comments when needed.

1. Gender: Male Female

2. Age between:

18_21

22_24

3. Are you satisfied with your ICC level ?

Yes

4. As an EFL learner, how would you rate the importance of the implementation of Intercultural communicative competence in classrooms?

Not important

Important

Crucial

5. Would you say that classrooms nowadays have a wide range of cultural subjects and materials?

Yes

NO

6. What type of approach to ICC would you prefer?

Traditional/textbook approach

Modern/audio visual approach

Both

7. Do you watch television shows (movies, series, cartoons...ect)?

Yes

No

8. How often do you watch television shows?

Rarely

Sometimes

All the time

9. Have you ever had a cultural encounter where you have used movies or series as a frame of reference?

Yes

No

If yes? tell the story

.....

10. If you were asked to do a book report about a book that talks about racism which was later made into a movie, would you?

Read the book

Watch the movie

Mention why?

.....

11. Television shows offer a more realistic setting of culture.

Disagree

Neutral

Agree

12. Would you say that watching television shows has nourished your cultural awareness?

Yes

No

13. Television shows provide content that covers all components of the target culture.

Disagree

Neutral

Agree

14. Do you think that the use of televised programmes as authentic materials in ICC classrooms would help the development of your cross-cultural competence?

Yes

No

Maybe

15. According to you, what are the pros and cons of using TV programmes in ICC classrooms?

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

16.As an EFL learner;what would you suggest as a way of transition from the traditional methods to more modern ones?

.....
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