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**Investigating the Impact of Intercultural Communicative Competence on EFL Master Students' Intercultural Awareness and the Crucial Role of Social Media in Developing It**  
**Case Study: Language and Communication Master Two at Mostaganem University**

A Dissertation submitted in Partial Fulfillment for the Requirements of a Master's Degree in  
*Language and Communication*

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## **Abstract**

This research investigates the impact of intercultural communicative competence (ICC) on Master Two EFL students' intercultural awareness and the role of social media in developing ICC. The study employed a mixed-methods approach using a questionnaire and interviews with ICC teachers and students at the University of Mostaganem in Algeria. The results revealed that integrating ICC in language classes is essential for enhancing students' intercultural awareness and competence. Additionally, social media provides valuable opportunities for practicing ICC skills, such as interacting with people from different cultures and engaging with diverse perspectives. The study recommends integrating ICC since the first educational years for all language classes and that ICC teachers use social media and technology as teaching tools to promote intercultural learning and encourage students to engage in cross-cultural interactions. Also, it recommends organizing travels for students to enable them to see the real-world applications of language learning. This research contributes to understanding the significance of ICC and social media in language teaching and learning

**Keywords:** Cross-cultural interactions, ICC, EFL students' intercultural awareness, social media

## *Dedication*

*Thank you, Allah, for helping me reach this special goal. Thank you for giving me the power and patience to finish this work.*

- I dedicate this work to my grandfathers “Kharoubi Mahieddine and Kharoubi Mustapha,” who passed away seven years ago. Their love, guidance, and support have been a source of strength throughout my life. I am grateful for the values and principles they instilled in me and for inspiring me to pursue my dreams.
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## Table of Contents

Abstract.....	I
Dedication.....	II
Acknowledgments.....	III
Table of Contents.....	IV
List of Figures.....	VII
List of Tables.....	VIII
List of Abbreviations.....	IX
Appendices.....	X
General Introduction.....	1

### Chapter One: Historical Background of Intercultural Communicative Competence

1. Introduction.....	4
1.1 What is Culture?.....	4
1.2. Big Culture Vs Little Culture.....	7
1.3 The Relationship between Language and Culture.....	9
1.4 Culture and Communication.....	11
1.5 Education and Culture.....	12
1.6 Culture influence on different Teaching Methods.....	13
1.7 Reasons for Teaching Culture.....	15
1.8 Techniques for Teaching Culture.....	16
1.9 Intercultural Communicative Dimensions in Language Teaching.....	18

1.9.1 ICC Models .....	18
1.9.2 ICC Dimensions .....	20
1.10. The Influence of ICC on Language Teaching .....	22
1.11. The Impact of Social Media on the English Language Learning Process .....	22
1.12. The Influence of Social Media on Learners' Intercultural Awareness.....	24
1.13. Conclusion.....	24

## Chapter Two: Research Methodology

2. Introduction .....	27
2.1. Research Design .....	27
2.2. The Sample Profile .....	28
2.2.1. The Teachers' Profile .....	29
2.2.2. The Students' Profile.....	29
2.2.2. Data Collection Instruments .....	29
2.2.2.1 Questionnaire.....	29
2.2.2.2. Students' Questionnaire .....	31
2.2.2.3. Interview.....	32
2.2.2.4. Teachers' Interview .....	34
2.3. Data Analysis Procedures .....	34
2.3.1. Quantitative Analysis .....	35
2.3.2. Qualitative Analysis .....	36
2.4. Research Study Limitations .....	38

2.5. Conclusion.....	38
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### Chapter Three: Data Analysis and Interpretation

3.1. Introduction .....	39
3.2. Data Analysis .....	40
3.2.1. Analysis of the Students' Questionnaire .....	40
3.2.2. Interpretation of the Students' Questionnaire .....	48
3.2.3. Analysis of the Teachers' interview .....	50
3.2.4. Interpretation of the Teachers' Interview .....	55
3.3. Discussion of the Main Results .....	57
3.4. Suggestions and Recommendations .....	57
3.5. Conclusion.....	60
General Conclusion .....	61

**List of Figures**

Figure 1. The Cultural Iceberg Image .....	09
Figure 2. Questionnaire Design Adapted from (Bensafa, 2015:88).....	30
Figure 3. Gender Implication .....	40
Figure 4. Age Variation .....	41
Figure 5. Period for Learning English as a Foreign Language .....	41
Figure 6. Students Familiarity with the Concept of ICC .....	42
Figure 7. Students' Confidence when Applying their ICC Skills .....	42
Figure 8. Skills Acquired by Learners during their Learning Process .....	43
Figure 9. Students' Opinion about the Inclusion of ICC into English Language Classes .....	44
Figure 10. Students' Interactions with People from Different Cultures .....	45
Figure 11. Misunderstanding Encountered by Students due to the Cultural Differences .....	47
Figure 12. The Importance of ICC for Students' Future Goals.....	47
Figure 13. Students Usage of Social Media to achieve their Future Goals .....	48

**List of Tables**

Table 1. Years of Experience .....	50
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## **List of Abbreviations**

**ICC:** Intercultural Communicative Competence

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**CLT:** Communication Language Teaching

**GTM:** Grammar Translation Method

**DM:** Direct Method

**TBLT:** Task Based Language Teaching

**ICD:** Intercultural Communicative Dimensions

**DMIS:** Developmental Model of Intercultural Sensitivity

## **General Introduction**

In the past few decades, the world has undergone many radical changes because of globalization, which would not be possible without the expansion of technology.

During this epoch, English has assessed itself as the universal language. It has become a part of almost every existing field and the language of technology, business, and medicine. People all around the world started learning this language so that they could communicate effectively with others no matter where they are from or what language they speak.

Learning English requires developing four macro skills: listening, speaking, reading, and writing. Also, it requires increased intercultural awareness to communicate effectively and appropriately based on the strong relationship between language and culture. In this context, to develop this focal point, Professor (Michael Byram, 1997) provided an Intercultural Communicative Competence (ICC) model, which examined linguistic, sociolinguistic, and discourse competence to develop learners' IC in educational settings.

Correspondingly, nowadays, with the technology development, social media have become an important part of everyone's daily life. Most students use those platforms, where people from different cultural backgrounds can create and share content about their lives, traditions and what they know, giving others a glimpse of their lives and cultural backgrounds.

Social media as a specific area might help learners develop their learning process and intercultural awareness. Based on what we previously said, we have raised the following research questions to investigate ICC's significant role in developing learners' cognitive processes and intercultural awareness.

Regarding the importance of ICC as a part of EFL teaching, this current study aims at the role of integration of ICC, its importance, its impact on the students' cultural awareness, as well as the impact of social media on students' intercultural awareness. To better explore this, a case study research design was used, and a combination of both qualitative and quantitative

approaches for data collection and analysis. Therefore, the following research questions were asked: Research Questions:

- To what extent does ICC affect EFL learners' intercultural awareness during their learning process?
- How do social media affect learners' intercultural awareness?

To answer the above mentioned research questions, the following hypotheses were formulated:

- The integration of ICC helps improve students' intercultural awareness and raise their understanding. It adapts the common international cultural attitudes based on logic and intuition without denying the original and the correct principles.
- Most learners have at least one account on social media. Using those platforms gives them an idea about peoples' lives worldwide. However, the negative side is that it may influence how they abandon or be distracted from their real ethics and principles.

The main aim of this study is to examine the impact of ICC on EFL learners and to explore the effect of social media on their intercultural awareness. To develop this research, we have provided a questionnaire for Master two EFL students and an interview with teachers, at Abdelhamid Ibn Badis University, Mostaganem.

This present dissertation includes three chapters. The first chapter introduces the main concepts and provides definitions of both language and culture and their relationship. It also includes the definition and development of the ICC model. Finally, it investigates the impact of social media on EFL students' intercultural awareness. The second chapter concerns the research design and the different strategies to collect data. The third chapter represents the analysis and interpretation of data obtained from the questionnaire and the interview in order to provide answers to the research questions.

# Chapter One

1. Introduction .....	4
1.1 What is Culture? .....	4
1.2. Big Culture Vs Little Culture .....	7
1.3 The Relationship between Language and culture.....	9
1.4 Culture and Communication .....	11
1.5 Education and Culture .....	12
1.6 Culture influence on different teaching methods .....	13
1.7 Reasons for Teaching Culture .....	15
1.8 Techniques for teaching culture .....	16
1.9 Intercultural Communicative Dimensions in Language Teaching .....	18
1.9.1 ICC Models .....	18
1.9.2 ICC Dimensions .....	20
1.10. The Influence of ICC on Language Teaching .....	22
1.11. The Impact of Social Media on the English Language Learning Process .....	22
1.12. The Influence of Social Media on Learners' Intercultural Awareness.....	24
1.13. Conclusion.....	24

## 1. Introduction

Chapter one presents the most important parts that give a clear understanding of culture and education. It starts with what culture is and its influence on teaching methods, the reasons for teaching culture, and the techniques used. It sheds light on the dimensions of ICC in language teaching. Also, it explores the relationship between intercultural communicative competence (ICC) and cultural awareness. Furthermore, it highlights social media's potential positive and negative effects on students' intercultural awareness and explores how social media can reinforce stereotypes and perpetuate misinformation about other cultures.

### 1.1 What is Culture?

The term "culture" has been used in various forms and with different meanings throughout history. The modern concept of culture as understood today emerged in the 18th and 19th centuries, during the Enlightenment era and the rise of the social sciences. One of the earliest uses of the term "culture" in a more modern sense can be traced back to the German philosopher Immanuel Kant, who used the term in the late 18th century in works such as "Idea for a Universal History with a Cosmopolitan Purpose" (1784) and "Anthropology from a Pragmatic Point of View" (1798). In these works, Kant used the term to refer to humanity's intellectual and moral advancement. The British anthropologist Edward Tylor is often considered one of the first to use the term systematically and comprehensively, defining culture in his 1871 book "Primitive Culture" as "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society." From the late 19th century onwards, the concept of culture became central to anthropology and was widely used and debated by anthropologists, sociologists, and other social scientists. The term "culture" has a variety of definitions in

anthropology, depending on the anthropologist and the specific context in which it is used.

Here are some of the different meanings that the term "culture" may have in anthropology:

- a- Shared beliefs and practices:** Some anthropologists define culture as a set of shared beliefs, values, customs, behaviours, and artefacts that characterize a group or society. This definition emphasizes culture's collective and shared aspect; Lederach, J.P. (1995) preparing for peace: Conflict transformation across cultures. For Linton, R. (1945), "A culture is a configuration of learned behaviours and results of behaviour whose component elements are shared and transmitted by the members of a particular society." (p. 32)
  
- b- Symbolic systems:** Some anthropologists see Culture as a comprehensive system that includes language, beliefs, values, and other symbolic forms that people use to give meaning to their experiences and the world around them. Kroeber, A.L., & Kluckhohn, C. (1952) "Culture consists of explicit and implicit patterns of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiments in artefacts. The essential core of Culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, and on the other as conditioning elements of further action."
  
- c- Way of life:** For some anthropologists, culture refers to the way of life of a particular group of people, including their economic, political, and social institutions, as well as their beliefs, values, and practices. Hofstede, G. (1984). "Culture is the collective programming of the mind which distinguishes the members of one category of people from another." (p. 51).

**c- A product of human activity:** Other anthropologists view culture as a product of human activity, created and transmitted through social interactions and accumulating knowledge and experiences over time. Damen, L. (1987) "Culture: learned and shared human patterns or models for living; day- to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism" (p. 367).

Culture refers to the shared beliefs, values, customs, behaviours, and artefacts that characterize a group or society. It encompasses everything; language, religion, art, social norms, and customs. It shapes how people think, feel, and behave and is passed on from generation to generation through socialization influencing how people interact with one another worldwide. It plays a crucial role in shaping individual and collective identity and can also be a source of belonging. Culture is not static; it changes over time, reflecting the influences of history, politics, and individual experiences.

There are several characteristics of culture; some of the major characteristics are:

(1) **Dynamism:** culture is a dynamic phenomenon; it has a changing nature, with cultures constantly evolving and adapting to new circumstances. Culture is never static. It is, by nature, ever-evolving while preserving its essential distinguishing characteristics.

(2) **Heterogeneity and Homogeneity:** Culture is a complex and multifaceted concept encompassing many aspects of human behaviour, such as beliefs, values, traditions, practices, and ways of life. It is shaped by geography, history, religion, politics, and economics and can evolve and change over time.

- Heterogeneous cultures are composed of diverse elements and influences from different cultural groups. For example, in a cosmopolitan city, there is a mix of other cultural traditions, values, beliefs, languages, and practices, making the overall culture heterogeneous. In many societies, cultural heterogeneity is increasing due to

globalization and people's movement from one place to another. It has led to blending of cultures, creating new cultural hybridities and dynamic cultural landscapes.

- Homogeneous cultures refer to uniform and consistency within a particular social group. This can occur when there is a dominant cultural group that has a significant influence over the rest of the population, creating a uniform cultural identity. It is important to note that heterogeneous and homogeneous cultures can exist in the same society. The cultural heterogeneity or homogeneity level can vary depending on the location, community, and demographic.

**(3) Social complexity:** culture is acquired through what we call the process of socialization.

It is, therefore, not innate but acquired. For this reason, it is worth examining the nature of the environment in which an individual has developed. Indeed, individuals belonging to a group with a dominant culture and having been subject to complex socialization processes do not share the same cultural traits.

**(4) Individual conception:** an individual can, whether or not s/he is aware of his own cultural affiliations, consciously or unconsciously use different cultural references, depending on the situation they are faced with. These are some of the main characteristics that define culture and help to distinguish it from other aspects of the human experience. Culture can be a complex and abstract concept, and the way that it is understood and described can vary depending on the context and perspective.

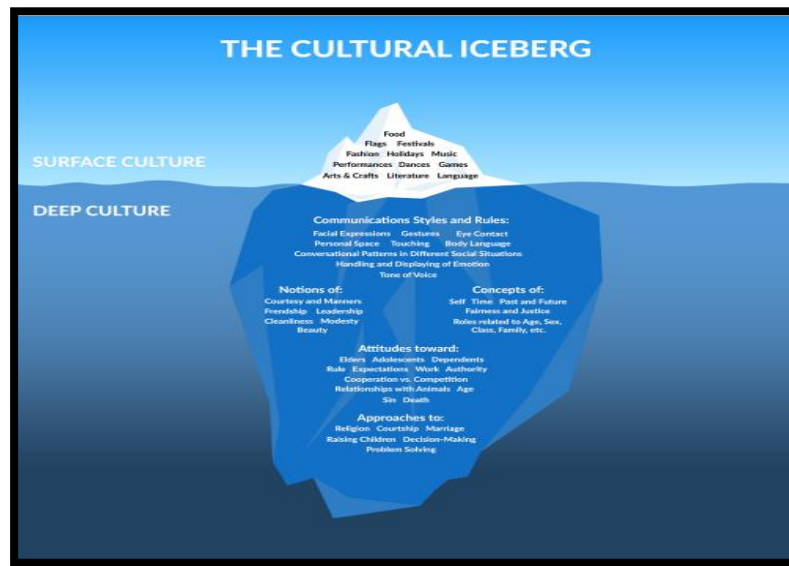
## 1.2. Big Culture Vs Little Culture

The big C culture refers to the visible part of a culture that includes: arts, clothes, literature, music, and food. While learning a new culture, the big C is discovered first. In contrast, the Little C culture is the invisible part of the culture; it is associated with a region, a group of people, language, communication styles (verbal and non-verbal communication), cultural

norms (what is appropriate and inappropriate in social interactions), behaviours, myths, and legends. The minor C is not static; it can change or disappear. In the same context, in 1976, the anthropologist Edward T. Hall developed the Iceberg model to represent two different levels of culture. According to Hall, "the visible aspects of culture, such as clothing, language, and customs, are described as the tip of the iceberg and are referred to surface culture." These aspects are easy to observe and understand. The cultural iceberg concept can be helpful in several ways:

- **Understanding cultural diversity:** By recognizing the depth and complexity of culture, the cultural iceberg concept helps us understand that cultural differences are not limited to surface-level differences but are deeply ingrained in a society's beliefs, values, and behaviours.
- **Improving communication:** By acknowledging the submerged part of the cultural iceberg, we can be more aware of the potential for misunderstandings and communication breakdowns in cross-cultural situations.
- **Promoting cultural sensitivity:** By being aware of the cultural iceberg, we can become more sensitive to the cultural differences in the world and make an effort to respect and understand them.
- **Encouraging intercultural interaction:** By recognizing that cultural differences are much more extensive than surface-level differences, we can appreciate the richness and diversity that different cultures bring to the world. (OpenAI, 2023)

The iceberg model is related to the big C and little C concepts, where the visible part of the iceberg represents the big C, and the hidden part represents the minor C.



**Figure1. The Cultural Iceberg Image (Edward. T. Hall, 1976)**

### 1.3 The Relationship between Language and culture

Language and culture are closely intertwined and influence each other. Language is an important aspect of culture, allowing people to communicate and express their beliefs, values, and traditions. Culture, in turn, shapes language through the use of idioms, expressions, and specific vocabulary. Language also reflects a culture's social norms and values, as well as the history and experiences of its people. Thus, language and culture are interdependent and shape each other in complex ways.

Many linguists have studied the relationship between language and culture, as it is a fundamental area of inquiry within linguistics. For instance, Edward Sapir and his student, Benjamin Lee Whorf, were linguists who proposed that language influences how people think and perceive the world. This idea is often referred to as the Sapir-Whorf hypothesis or linguistic relativity. Sapir and Whorf suggested that language is not just a means of communicating ideas but also shapes how people think about the world. According to this hypothesis, a language's structure and vocabulary influence how its speakers perceive and conceptualize reality. For example, if a language has a specific word for a concept, it may be

easier for speakers of that language to understand or conceptualize that concept. Whorf expanded on Sapir's ideas and argued that language reflects and determines thought and behaviour. He suggested that different languages have different ways of categorizing and conceptualizing the world, which can lead to differences in how speakers of those languages perceive and think about the world. However, the Sapir-Whorf hypothesis is controversial and has been debated by linguists and other scholars. Some critics argue that the relationship between language and thought is more complex and nuanced than the Sapir-Whorf hypothesis suggests. Language is just one of many factors that shape how people think and perceive the world (Bouchikhaoui, 2019).

Along the same line, Noam Chomsky revolutionized the field of linguistics with his theory of universal grammar, which posits that all human languages share a standard underlying structure. In his theory, Chomsky proposed that language is an innate ability that humans are born with. According to Chomsky, all human languages share a common underlying structure, which he calls Universal Grammar. This structure is hardwired into the human brain, allowing humans to learn and use language. Chomsky's view of language development is independent of culture, in the sense that he believes that the capacity for language is an innate feature of the human mind that is not dependent on specific cultural or environmental factors. However, Chomsky also recognizes that language use is strongly influenced by social and cultural factors, such as the communicative needs of a particular speech community and the cultural values and beliefs that shape how language is used in different social contexts. Correspondingly, to further what is said, Dell Hymes, the influential linguist, introduced the concept of communicative competence, emphasizing the importance of social and cultural context in understanding how language is used. According to Hymes, communicative competence involves not only knowledge of the grammatical rules of a language but also the

ability to manipulate language effectively in a particular social context. Hymes proposed that communicative competence includes four aspects:

- **Linguistic competence:** Knowledge of the rules of grammar, syntax, and vocabulary of a language.
- **Sociolinguistic competence:** Understanding the appropriate use of language in different social and cultural contexts, including the appropriate use of dialects, registers, and levels of formality.
- **Discourse competence:** The ability to produce and understand coherent and appropriate discourse in different genres and speech events, such as conversations, stories, and interviews.
- **Strategic competence:** The ability to use language effectively in various communication situations, including repairing communication breakdowns and using communicative strategies to achieve specific goals.

Language and culture are two related aspects that accomplish each other in a variety of ways. Language is a central part of the culture, as it is the primary means of communication within a culture, and it reflects its values, beliefs, and practices. Similarly, culture provides the context and meaning for language use, shaping the way that language is used in different social and communicative contexts.

#### **1.4 Culture and Communication**

Culture and communication are two related concepts that greatly influence one another. Culture, defined as a shared set of beliefs, values, customs, behaviours, and artefacts of a group of people, plays a crucial role in shaping how individuals communicate. This is because individuals from different cultures have distinct communication styles, languages, and

nonverbal cues that affect the way they express themselves and interpret others' messages. For instance, some cultures are more direct and explicit in their communication, while others are more indirect and rely on implicit meanings. Moreover, cultural differences in attitudes towards time, hierarchy, and individualism can also affect how people communicate with each other. That is, effective communication across cultures requires individuals to deeply understand the cultural norms and expectations of those they are communicating with. This means considering the different communication styles and practices within and across cultures and being sensitive to potential misunderstandings due to cultural differences. In addition, technology and globalization have further complicated the interaction between culture and communication, making it essential to understand the impact of digital communication on culture and how it affects cross-cultural communication. The American anthropologist and cross-cultural communication expert Edward T. Hall highlights the close relationship between culture and communication "Culture is communication, and communication is culture." This quote highlights the close relationship between culture and communication, suggesting that they are deeply interconnected and that the way people communicate is deeply embedded in their cultural practices.

### **1.5 Education and Culture**

Education and Culture are interconnected. Education is acquiring knowledge, skills, values, and attitudes through various means, such as teaching, training, research, or self-study. It is a lifelong process that helps individuals develop their intellectual, social, emotional, and physical capabilities. It can occur in a formal setting, such as schools, colleges, and universities, or an informal setting through practical experiences, apprenticeships, and self-directed learning. Its goals vary depending on the individual, context, and Culture. Thus the latter influences education through individuals' beliefs, values, behaviours, and teaching

methods. The following section will discuss the influence of Culture on teaching methods to boost learners' cultural awareness.

### **1.6 Culture influence on different teaching methods**

In the context of language education, culture refers to understanding the shared beliefs, values, and ways of people's lifestyles who speak the language being taught through different teaching approaches and methods. To begin with, the Communicative approach or the Communicative Language Teaching (CLT) method strongly emphasizes using authentic materials and real-life scenarios to provide students with a practical understanding of the culture and society in which the language is spoken. This method also emphasizes the development of intercultural communicative competence, which helps students to navigate cultural differences and communicate effectively with people from other cultures.

The CLT method can be effective because it encourages students to use language in authentic situations that reflect the target language's culture. By engaging in real-life communication, students can learn about the customs, traditions, and values of the culture in which the language is spoken. Also, teachers use a range of communicative activities, such as role-plays, discussions, and debates, to encourage students to interact with each other in the target language. These activities can promote cultural understanding by incorporating authentic materials and situations that reflect the target language's culture. Using this method, students can develop both their language skills and cultural awareness, which will help them become more effective and confident communicators in the target language.

On the other hand, the Grammar-Translation Method, traditionally used to teach Latin and other classical languages, focuses on studying grammar rules and translating texts with less emphasis on the culture and society of the target language. While this method can effectively teach grammar and vocabulary, it has limitations regarding teaching culture.

In the Grammar Translation Method, cultural content is often limited to literary texts, such as poems or plays, which may not reflect the target language's everyday language and cultural practices. The emphasis on translation also means that students may need more opportunities to use the language in real-life situations that reflect the target language's culture.

To address these limitations, teachers using the Grammar Translation Method can incorporate cultural materials and activities that reflect the target language's everyday language and cultural practices. For example, they can use authentic materials such as videos, songs, and articles to expose students to the target culture. Role-playing and other interactive activities can also provide students with opportunities to use the language in culturally relevant situations. It is important to note that while the Grammar Translation Method may not be the most effective method for teaching culture, it can still help build a strong foundation in grammar and vocabulary. However, to ensure that students develop cultural competence, it's important to supplement the Grammar Translation Method with other teaching methods that prioritize communication and cultural understanding, such as the Communicative Language Teaching method.

The Direct method can also be effective for teaching culture because it focuses on using the target language in real-life situations. Students are exposed to the target language's everyday language and cultural practices by engaging in authentic communication using authentic materials.

The Task-Based Language Teaching (TBLT) method is an approach to language teaching that focuses on using language in real-life situations where learners engage in meaningful and purposeful communication. TBLT aims to help learners develop the language skills they need to perform specific tasks, such as ordering food in a restaurant, giving directions, or participating in a job interview. In TBLT, language learning is seen as discovering and

acquiring the language skills necessary to carry out tasks successfully. Tasks are designed to reflect real-life situations, and learners are encouraged to use the language they know to complete them. As learners work on the tasks, they receive feedback and guidance from the teacher, who helps them to identify and correct their mistakes.

The TBLT approach is based on the idea that language is best learned in context, through real-life communication, rather than by studying isolated language points. By engaging in meaningful tasks, learners are more likely to develop the ability to use the language accurately and fluently, to communicate effectively with others, and to develop their cultural awareness. TBLT is widely used in language classrooms worldwide and is effective in helping learners develop their language skills.

### **1.7 Reasons for Teaching Culture**

"The study of a foreign language and culture should be a part of every student's education, for in this global age, it is essential to understand and appreciate the diverse cultures and perspectives of our fellow human beings." - Margaret Spellings (2005-2009). i.e., teaching culture is a vital part of education that is becoming increasingly important in today's globalized world. Since a culture represents beliefs, customs, and practices unique to a particular group or society, by teaching it, individuals can better understand different beliefs, customs, and traditions, leading to increased tolerance and empathy for people from different backgrounds Byram (1997). It helps preserve and promote cultural heritage, including art, music, literature, and other cultural practices unique to a particular group or region. It enhances communication and influences the way people communicate with each other to understand better the nuances of communication in different cultures, including body language, tone of voice, and social cues. This can lead to more effective communication and avoid misunderstandings. According to Kramsch (1993), culture and language are

inseparable, and neglecting culture in language teaching can lead to miscommunication and misunderstanding.

Teaching cultural awareness and sensitivity is crucial to promote global citizenship in an increasingly interconnected world. This can help individuals understand and appreciate the diverse perspectives and experiences of people from around the world. Furthermore, it can help promote cultural awareness and understanding, which are essential for living and working in a multicultural society. According to Byram (1997), cultural competence enables individuals to engage in meaningful interactions and establish positive relationships with people from different cultural backgrounds. By learning about different cultures, students can develop a broader understanding of the world and be better equipped to navigate the complexities of multicultural communities. Also, understanding culture can improve language proficiency and help students understand the context in which the language is used, which can help them use it more accurately and fluently. As stated by Seelye (1993), culture provides the context for language learning and enables students to interpret and produce language accurately.

A primary reason is that teaching culture promotes global citizenship, personal growth, and self-awareness to gain new insights, broaden their perspectives, and better understand themselves and their own culture.

Finally, teaching culture is an integral part of education that can lead to greater understanding, appreciation, and respect for cultural diversity.

### **1.8 Techniques for Teaching Culture**

**Culture Capsules:** The culture capsules concept is developed by the foreign language teacher Darrel Taylor and the anthropologist Jonh Sorenson Haut du formulaire. The Culture Capsules are brief and condensed summaries of various cultural aspects of a target language

community. They provide a concise overview of the most important and relevant cultural aspects students should be aware of when learning a foreign language. Culture capsules can be a useful tool for FL teachers to introduce their students to the target language culture. They can be incorporated into lesson plans, presented in class, or assigned as homework to help students better understand the target language community. Culture capsules can also be easily adapted to fit different proficiency levels and topics of interest, making them versatile and effective teaching tools.

**Culture Cluster:** this technique is related to the previous one. It consists of illustrated culture capsules. It is a combination of two or three capsules in one single related theme. It was described by the scholar Prodromou, L. (1992). “The culture cluster is a series of culture capsules, each introducing a different aspect of a central theme. Presented as brief lessons, they lead to a summarizing activity that is a dramatic simulation. In this manner, the cluster provides factual information and allows the student to become personally involved through dramatic participation in a cultural situation”. Here the teacher acts like a narrator and a guide.

**Culture Assimilator:** this technique is a training tool designed to help individuals learn how to navigate cultural differences and adapt to different cultural norms. It was developed by Harry C. Triandis, a social psychologist and cross-cultural researcher known for his work on the culture assimilator technique. Triandis expanded on the original work of Kluckhohn and Strodtbeck by developing a more systematic and comprehensive approach to creating and using culture assimilators. The technique involves presenting individuals with a series of scenarios that are typical of the culture they will be entering or working with. Each scenario presents a situation in which the individual must decide or take action based on the cultural norms of that particular culture. The scenarios are designed to challenge the individual's

assumptions about the culture and to provide them with a deeper understanding of the cultural values and beliefs that underpin the behaviour of people in that culture.

The culture assimilator technique effectively reduces cross-cultural misunderstandings and improves communication and collaboration between individuals from different cultures. It can also help individuals to develop greater cultural sensitivity and empathy, which can be valuable skills in a globalized world where cross-cultural interactions are becoming increasingly common. (Cheroura, 2019)

### **1.9 Intercultural Communicative Dimensions in Language Teaching**

The Intercultural Communicative Dimensions (ICD) approach to language teaching was developed by Michael Byram, a British applied linguist and emeritus professor at Durham University in the United Kingdom. ICD is an approach to language teaching that emphasizes the development of intercultural competence alongside language proficiency. The approach recognizes that language and culture are intimately connected and that effective communication requires an understanding of both linguistic and cultural aspects.

#### **1.9.1 ICC Models**

ICC has become an increasingly important skill in today's globalized world, where people from different cultures interact with each other regularly. Several models of ICC have been developed over the years; each one emphasizes different aspects of intercultural communication. One of the earliest and most influential ICC models is the "intercultural communicative competence model" proposed by Michael Byram in the 1990s. Byram's model emphasizes the importance of developing a critical awareness of one's own culture, as well as an understanding of the values and beliefs of other cultures. According to the ICC model, there are three main components of intercultural communicative competence: knowledge,

skills, and attitudes. (1) Knowledge refers to understanding different cultures, including their values, beliefs, and communication styles. This includes knowledge of both the target culture (the culture with which an individual is communicating) and one's own culture. (2) Skills refer to using this knowledge to communicate effectively across cultures. This includes the ability to interpret and relate to other cultures, as well as the ability to discover and interact with people from other cultures. (3) Attitudes refer to values and beliefs underpinning intercultural competence, including respect for other cultures, openness to new experiences, and the ability to empathize with people from different cultures.

Another important ICC model is the "developmental model of intercultural sensitivity" (DMIS), a widely recognized and influential intercultural competence model proposed by Milton Bennett in 1986. The model describes six stages of intercultural sensitivity, representing different levels of awareness of cultural differences and different abilities to communicate effectively with people from other cultures. The first stage of the DMIS is the "denial" stage, where individuals are unaware of cultural differences and tend to see their own culture as the only valid perspective. In this stage, individuals may view people from other cultures as strange or even inferior. The second stage is the "defence" stage, where individuals become aware of cultural differences but may see them as a threat. Individuals at this stage may feel defensive and struggle to understand or accept cultural differences. The third stage is the "minimization" stage, where individuals start recognizing cultural differences but minimizing them, assuming that everyone is fundamentally the same. In this stage, individuals may focus on similarities rather than differences and assume that everyone thinks and behaves the same way.

The fourth stage is the "acceptance" stage, where individuals become interested in and value cultural differences. In this stage, individuals recognize the validity of different perspectives and may actively seek opportunities to learn more about other cultures.

The fifth stage is the "adaptation" stage, where individuals are able to adapt their behaviour to fit into different cultural contexts. In this stage, individuals are able to communicate effectively with people from different cultures and may be able to anticipate and avoid cultural misunderstandings.

The final stage is the "integration" stage, where individuals are able to move beyond their own culture and fully embrace the values and beliefs of other cultures. In this stage, individuals can shift seamlessly between different cultural contexts and bridge cultural divides to build meaningful relationships.

### **ICC Dimensions**

Intercultural communicative competence (ICC) is communicating effectively and interacting with people from diverse cultures. It is an essential skill for individuals and organizations that operate in a globalized world. The concept of ICC has been widely discussed in academic and professional circles, and various dimensions have been identified to describe the key components of ICC.

- **Knowledge and Understanding of Different Cultures**

The first dimension of ICC is knowledge and understanding of different cultures. It involves learning about different cultures' values, beliefs, customs, and communication styles. It is essential to recognize that there is no universal way of communication, and what may be acceptable in one culture may be considered offensive in another. Understanding different

cultural norms and customs is important to avoid misunderstandings and show respect and appreciation for diverse people and cultures.

- Attitudes and Beliefs

The second dimension of ICC is attitudes and beliefs. It involves developing an open and non-judgmental attitude towards people from different cultures. It requires recognizing potential misunderstandings and conflicts and approaching interactions with an open and flexible mindset. It is important to have an attitude of curiosity and a willingness to learn and adapt to different cultures.

- **Communication Skills**

The third dimension of ICC is the skills. It involves developing the necessary communication and interaction skills to communicate effectively with people from different cultures. It includes language proficiency, nonverbal communication skills, and adapting to different communication styles. Good listening and observation skills are also crucial in intercultural communication to help recognize and respond appropriately to cultural differences.

- **Intercultural Sensitivity**

The fourth dimension of ICC is intercultural sensitivity. It involves being aware of and responsive to the needs, feelings, and perspectives of people from different cultures. It requires recognizing that cultural differences can lead to misunderstandings and conflicts and taking steps to address them. It involves being mindful of cultural differences, showing empathy, and adapting to different perspectives.

- **Adaptability**

The final dimension of ICC is adaptability. It involves adjusting one's communication style and behaviour to fit the cultural context. It requires navigating and negotiating cultural differences, finding common ground, and developing effective communication strategies. It involves being open to feedback and being willing to adjust one's approach to communication based on the situation. (Bouchikhaoui, 2019)

### **1.10. The Influence of ICC on Language Teaching**

ICC refers to communicating effectively and appropriately in intercultural situations, which involves language skills and an understanding of cultural norms and values. It has recently significantly impacted language teaching. The latter has traditionally focused on teaching grammar, vocabulary, and pronunciation in isolation, with little attention paid to cultural aspects of communication. However, the increasing globalization of our world has highlighted the need for language learners to develop ICC in order to communicate effectively with people from different cultural backgrounds. As a result, language teachers now recognize the importance of incorporating cultural elements into language instruction. This includes teaching cultural practices and helping students understand their cultural assumptions and biases.

Language teaching methods have also evolved to promote the development of ICC. For example, task-based language teaching involves engaging students in real-world tasks that require intercultural communication. This helps students to develop the necessary language skills and cultural understanding to communicate effectively in intercultural situations.

### **1.11. The Impact of Social Media on the English Language Learning Process**

Social media has become an important part of people's everyday life, and its influence is increasingly apparent in many areas, including language learning. As one of the most widely used languages in the world, the English language has been particularly affected by social

media. Firstly, social media has made it easier for English language learners to be exposed to English content. Platforms such as Tiktok, Instagram, and YouTube provide vast English content, including videos, images, and texts. This exposure can be a great way for learners to improve their English skills, especially in terms of vocabulary and listening comprehension. Social media has made it easier for learners to access English content at any time, regardless of their location. Secondly, social media has facilitated informal learning. English language learners can interact with native and non-native speakers of English in a relaxed atmosphere without the pressure of traditional classroom settings. Those platforms create a more comfortable environment where learners can practice their language skills at their own pace and where learners and teachers can interact informally, which can foster learning and communication. Thirdly, social media provides language exchange opportunities (Junco, Heiberger, & Loken, 2011). Platforms such as Facebook and Instagram allow learners to interact with English-speaking people worldwide. This interaction can lead to language exchange opportunities where learners can practice their English skills and get instant feedback from native speakers. Fourthly, social media has changed the way the English language is used. New words and phrases are constantly emerging in online communication. Social media platforms have created new challenges for English language learners, who must keep up with these changes and adapt their language skills accordingly. Lastly, social media provides English language learners access to a wide range of online learning resources, such as language learning apps, podcasts, and videos. This makes it easier for learners to access learning materials at their own convenience and at no cost, which can be particularly useful for learners who do not have access to traditional language learning resources. It is important to recognize the potential pitfalls of social media, such as exposure to incorrect or informal language use, and to approach language learning on social media with caution and guidance from a qualified teacher or language expert (Thorne, 2010).

### **1.12. The Influence of Social Media on Learners' Intercultural Awareness**

Social media has the potential to significantly impact learners' intercultural awareness by providing a platform for exposure to diverse perspectives, cultures, and beliefs. Through social media, learners can interact with individuals from various cultures, regions, and backgrounds, thus expanding their understanding of different worldviews.

One way social media can influence learners' intercultural awareness is by providing access to a wide range of content that may not be available through traditional education systems. For example, learners can follow the social media accounts of people from different parts of the world, watch videos about cultural events and practices, and participate in online discussions with people from different backgrounds.

Another way social media can impact learners' intercultural awareness is by breaking down geographic barriers, making it easier for learners to connect with individuals from other parts of the world. This can help learners develop a better understanding of different cultures, as well as build empathy and tolerance for people who are different from themselves (Thorne, 2010). However, it is important to note that social media can also negatively affect intercultural awareness, particularly if learners are only exposed to one-sided or biased perspectives. For example, learners may only follow social media accounts that reinforce their own beliefs or cultural background, leading to a limited understanding of other cultures.

### **1.13. Conclusion**

To conclude, all that was presented in this chapter can be summarized as follow.

First, several definitions of the term “culture” by different researchers and the different aspects of culture have been reviewed. Second, language and culture are two different concepts that are closely related to each other. The relationship between language and culture has been investigated from a number of researchers' points of view. Third, different

approaches and the importance of teaching culture have been mentioned. Fourth, some of the ICC dimensions and models have been discussed. The last point was the influence of social media on EFL students' learning process and its impact on students' intercultural awareness.

# Chapter Two

2. Introduction .....	27
2.1. Research Design .....	27
2.2. The Sample Profile .....	28
2.2.1. The Teachers' Profile .....	29
2.2.2. The Students' Profile .....	29
2.2.2. Data Collection Instruments .....	29
2.2.2.1 Questionnaire .....	29
2.2.2.2. Students' Questionnaire .....	31
2.2.2.3. Interview .....	32
2.2.2.4. Teachers' Interview .....	34
2.3. Data Analysis Procedures .....	34
2.3.1. Quantitative Analysis .....	35
2.3.2. Qualitative Analysis .....	36
2.4. Research Study Limitations .....	38
2.5. Conclusion.....	38

## 2. Introduction

The second chapter is mainly concerned with the practical part of this research. It aims at collecting data about the impact of intercultural communicative competence (ICC) on Master Two EFL students' intercultural awareness and both the negative and positive effects of social media on students' intercultural awareness. Also, it investigates how ICC teachers are responsible for developing their learners' intercultural awareness. Therefore, this chapter begins by presenting the research design and methodology. It also describes the participants' profiles and the instruments used in this study; a questionnaire with Master Two Language and Communication students at the University of Mostaganem and an interview with ICC teachers.

### 2.1. Research Design

Research often involves collecting and analyzing data from authentic language use in natural settings. Researchers could conduct their studies either qualitatively or quantitatively, depending on case studies, ethnography, discourse analysis, action research, surveys, experiments, corpus analysis and variables, to investigate the complexity and richness of language use and learning in real-world situations and to explore the perspectives of language users and learners, and also, identify patterns and trends in language data. Methodologically speaking and following hierarchical steps, this research study deals with Master Two EFL Language and Communication students as a case study. The reason behind choosing this type of research is to provide rich and detailed information about the phenomenon under investigation, also to explore it within its real-life context and natural settings. Yin, R. K. (1981) said within the same framework, "A case study is an in-depth examination of a particular event, situation or individual. It is a research method involving a detailed understanding of a subject, its context and related factors."

In our case study, the present work is a descriptive exploratory case study; its major concern is to explore both teachers' and students' use and awareness of the notion of ICC and how ICC can affect students' learning process. Moreover, it investigates the impact of social media on EFL students' awareness. Furthermore, it collects data from different sources using different research instruments; a questionnaire for master two EFL students and an interview for ICC teachers.

## **2.2. The Sample Profile**

A sample profile is a description of the participants in a research study. It typically includes demographic information such as age, gender, ethnicity, and other relevant characteristics. The purpose of a sample profile is to provide a clear and detailed understanding of the sample being studied. In the same line of thought, Dörnyei (2007: 96) differentiates between sample and population stating that: “the sample is the group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about”. The importance of a sample profile lies in its ability to provide context for the research results. A sample profile is an important component of any research study as it describes the participants and their characteristics. It plays a critical role in ensuring the validity, reliability, and generalizability of the research findings and can be used to inform future research and provide valuable context to readers. By describing the characteristics of the participants in a study, researchers can better understand how the findings may apply to a broader population. As in our case, the study is built upon seventeen Master Two Language and Communication students at the University of Mostaganem and ICC teachers who responded to a structured interview.

### **2.2.1. The Teachers' Profile**

The informants are five teachers at the Department of English at Abdelhamid Ibn Badis University of Mostaganem, their experience varies between eight and twenty years.

### **2.2.2. The Students' Profile**

This research concerns second-year Master's students at the University of Mostaganem. They are seventeen, aged between 22 and 27 years old. All of them are English license holders. Most of them have learnt English since their first year in middle school.

### **2.2.2. Data Collection Instruments**

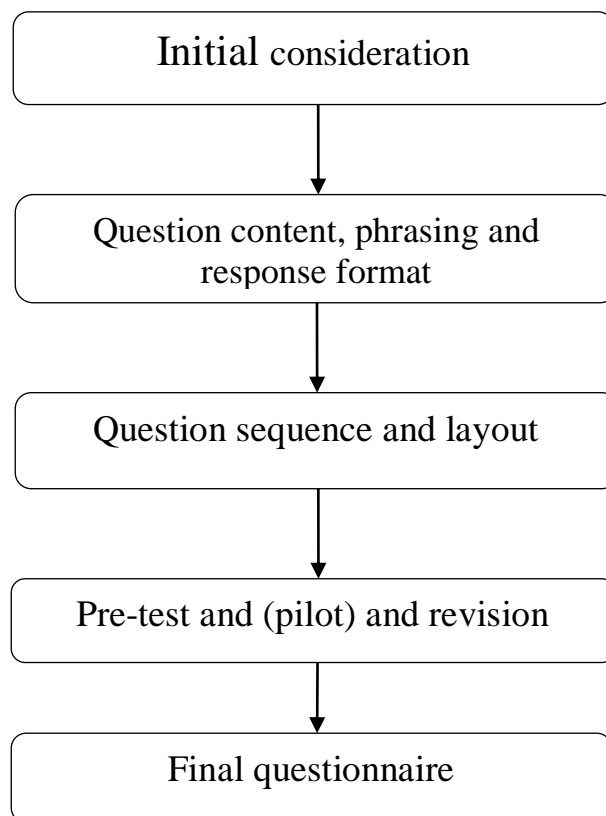
In this current investigation, two main research instruments were used; a questionnaire for students and an interview for teachers.

#### **2.2.2.1 Questionnaire**

A questionnaire serves as a primary source of data collection for research, providing valuable quantitative or qualitative data that can support the research's thesis or argument. It can also be tailored to a specific research question or topic. The researcher can tailor the questions to address specific research questions or variables, allowing him/her to collect detailed and targeted information; this can be particularly useful in fields such as psychology or sociology, where the researcher may be interested in gathering data on specific attitudes, beliefs, or behaviours. A questionnaire can also be standardized, making it easy to compare and analyze data across different groups or populations; by using the same set of questions for each participant, researchers can ensure that the data collected is comparable across all participants. Usually, a questionnaire includes both open-ended questions and close-ended questions. First, open-ended questions allow respondents to formulate their own answers and respond in their own words, providing more detailed and nuanced responses. Open-ended questions, such as opinions or attitudes, are often used to gather qualitative data. Examples of open-ended questions include essay, short-answer, and ranking questions. Open-ended questions are useful for generating detailed and rich data but can be more difficult to analyze than closed-ended questions. Second, Closed-ended questions require respondents to choose from a limited set of options. They are often used to gather demographic or other categorical

data, such as age, gender, or education level. Examples of closed-ended questions include multiple-choice, true/false, and Likert scale questions. Closed-ended questions are easy to analyze and are useful for generating quantitative data.

Furthermore, the questionnaire should be carefully designed in order to gather relevant and useful data. A well-designed questionnaire should be developed in several stages, as shown in the following figure, adapted by Bensafa, 2015.



**Figure 2. Questionnaire Design Adapted from (Bensafa, 2015:88)**

It is very important to do a pilot study. According to Baker (1994: 182-3): “A pilot study can also be the pre-testing or “trying out” of a particular research instrument”. A pilot study is a preliminary test of the questionnaire with a small group of participants. A pilot study aims to identify and fix any problems with the questionnaire before it is used in the main study.

### 2.2.2.2. Students' Questionnaire

As the questionnaire is an important tool to be used to collect information and data, and it can be distributed to a large number of people at once, whether online or in person, and can be completed quickly and easily. This means that the researcher can gather a large amount of data in a short period of time with less effort.

Accordingly, in this research, a questionnaire is used for students to understand better and analyze students' points of view. The questionnaire contains different types of questions, including open-ended questions that ask the participant to express their opinion freely and close-ended questions or to choose the appropriate answer from a number of choices.

The questionnaire was directed to seventeen students; its main purpose is to discover students' opinions and points of view on how Intercultural Communicative Competence "ICC" can affect their intercultural awareness and how can the use of social media impacts their cultural awareness, according to their experience and their knowledge.

The questionnaire starts with three general questions about general information about students, asking about their gender, age, and years of studying English. Then, the fourth question is about their familiarity and knowledge of the term "ICC". The next three items are concerned with the acquired ICC skills and knowledge during their English Language classes if they acquired any ICC skills, the application of those skills in intercultural communication, and if incorporating ICC into English Language classes should be a priority. The following four questions are concerned with social media, the first is concerned with how much they use social media platforms, and it is a close-ended question with multiple choices. The latter is designed to ask participants how they use social media to improve their English language skills. Then, the third one asks them if they follow or interact with people from different

cultures. The fourth one investigates if social media helped them to learn more about other cultures and ways of life.

The next question concerns students' awareness of the differences between their culture and the target culture. The following question is about the importance of ICC for successful communication in a foreign language.

The further three questions are regarding social media. The first one is if social media have helped students appreciate other cultures better, the second is if social media allowed them to communicate with people from other cultures and if they have ever encountered misunderstandings or conflicts on social media due to cultural differences.

The final four questions are about how ICC can improve their English Language skills and the importance of intercultural communication for their future goals. Also, they plan to use English language skills to communicate with different people all around the world. And the last one is how social media can help them achieve their goals.

### **2.2.2.3. Interview**

The second tool that was used in this research was an interview. The interview refers to a formal conversation or meeting between two or more people, where one person (the interviewer) asks questions, and the other (the interviewee) provides answers or information. Interviews are often used in research studies. An interview aims to gather information, assess qualifications or skills, make decisions, or get to know the interviewee better. Interviews can occur in person, over the phone, or through video conferencing.

It is very important to interview in a research study. First, it provides in-depth, detailed information about participants' beliefs, perspectives, and experiences. Second, Interviews can be adapted to suit the needs of individual participants, allowing for a more personalized

approach to data collection, leading to a more comfortable and open environment for participants to share their thoughts and feelings. Third, interviews can lead to discovering and exploring new areas of interest and research questions that were not previously considered. This can help broaden the study's scope and potentially lead to new insights and discoveries.

According to Kvale (1996) there are mainly three types of interviews that differ in their level of standardization and flexibility; Structured, semi-structured, and unstructured interviews.

1. **Structured interview:** In a structured interview, the interviewer asks a predetermined set of questions in a standardized order, with little or no deviation from the script. The purpose of a structured interview is to gather specific information systematically and consistently. Structured interviews are often used in quantitative research or in situations where the interviewer wants to ensure that all participants are asked the same questions in the same way.
2. **Semi-structured interview:** In a semi-structured interview, the interviewer uses a set of predetermined questions as a guide but has the flexibility to deviate from the script to explore topics in more depth or to follow up on interesting responses. The questions in a semi-structured interview are often open-ended and allow for more free-flowing conversation. The purpose of a semi-structured interview is to gather rich, detailed information while still maintaining some level of consistency and structure. Semi-structured interviews are often used in qualitative research or when the interviewer wants to gather nuanced, in-depth insights from the interviewee.
3. **Unstructured interview:** In an unstructured interview, the interviewer has no predetermined questions or script, and the conversation can develop naturally based on the interviewee's responses. The purpose of an unstructured interview is to gather spontaneous, unfiltered information that a structured or semi-structured approach may not capture.

Unstructured interviews are often used in exploratory research or when the interviewer wants to allow the interviewee to guide the conversation and reveal unexpected insights. Unstructured interviews require skilled interviewers who are able to listen actively and ask appropriate follow-up questions to elicit rich information.

#### **2.2.2.4. Teachers' Interview**

As mentioned before, the interview is a useful tool for data gathering. There exist three main types that are explained in the previous section, namely structured, semi-structured, and unstructured interviews.

A structured interview is used in this research to ensure that the collected data is comparable and reliable. In this interview, teachers are asked about their experience and methodology in teaching ICC, their attitudes towards ICC, their views toward the importance of using ICC to enhance students' intercultural awareness, and their opinion about the impact of technology and social media on students' cultural awareness. In addition, structured interviews are often more efficient than other types of interviews because they are typically shorter and require less analysis time. They are replicable and are typically designed to elicit quantitative data using statistical methods. This allows for drawing clear and objective conclusions from the data collected.

### **2.3. Data Analysis Procedures**

After using data collection tools and gathering the necessary data for the research, it is necessary to analyze the data collected. This process is commonly known as a research procedure that entails organizing and synthesizing data to achieve research results and draw conclusions. The researchers utilize a mix of quantitative and qualitative components to measure and analyze the data gathered. This section will provide a detailed description of each method employed.

### 2.3.1. Quantitative Analysis

Quantitative data analysis is a research method used to analyze numerical or quantitative data using statistical techniques. This approach is used to answer research questions, test hypotheses, and draw conclusions based on empirical evidence.

The first step in the quantitative data analysis approach is to define the research question and objectives. This involves specifying the variables of interest, the population or sample to be studied, and the research design. The research question and objectives should be clear, concise, and relevant to the research problem. The second step is to collect data using surveys, experiments, or other research methods. The data should be reliable, valid, and representative of the population of interest. This involves selecting appropriate data collection methods, designing questionnaires or surveys, and collecting data in a systematic and organized manner. The third step is to prepare the data for analysis. This involves cleaning and organizing the data and checking for errors, missing data, outliers, and normality of data. This step is critical in ensuring the data is ready for statistical analysis. The fourth step is to conduct descriptive statistics to summarize and describe the data. This includes measures of central tendency (e.g., mean, median, mode), measures of dispersion (e.g., range, standard deviation), and graphical representation of data (e.g., histograms, box plots). Descriptive statistics help to provide a general overview of the data. The fifth step is to conduct inferential statistics to make inferences and conclusions from the data. This includes hypothesis testing, confidence intervals, and regression analysis. Inferential statistics are used to test hypotheses, identify relationships between variables, and make predictions. The final step is to interpret the results and draw conclusions based on the statistical analysis. The conclusions should be based on the evidence provided by the data and the statistical tests used. The results should be presented clearly and concisely and should be relevant to the research question and objectives.

One of the advantages of the quantitative data analysis approach is that it provides objective and empirical evidence to support or refute research hypotheses. The use of statistical techniques allows researchers to make generalizations about a population based on a sample of data. This approach also allows researchers to compare and contrast variables, identify relationships between variables, and make predictions.

However, there are also limitations to the quantitative data analysis approach. This approach is often criticized for oversimplifying complex social phenomena and ignoring the subjective experiences of individuals. It also assumes that numerical data is more important than qualitative data and can lead to a narrow understanding of the research problem.

### **2.3.2. Qualitative Analysis**

Qualitative data analysis is a research method used to analyze non-numerical or qualitative data such as text, images, and videos. This approach is used to understand and interpret complex social phenomena, explore experiences and meanings, and generate new insights into the research problem.

The first step in the qualitative data analysis approach is to familiarize oneself with the data. This involves reading, listening to, or viewing the data multiple times to understand better the data's content, context, and meaning. Researchers may also take notes, highlight important passages, or make annotations to aid in the analysis. The second step is to identify themes or patterns in the data. This involves coding the data, which means identifying and labelling sections relevant to the research question or objectives. Codes may be descriptive or conceptual and generated by the researcher or the data itself. The third step is to organize the codes into categories or themes. This involves grouping similar codes to identify overarching patterns or themes from the data. Researchers may use software programs or manual methods to organize and analyze the data. The fourth step is to interpret the data and draw conclusions

based on the analysis. This involves identifying relationships between categories or themes, generating explanations for the findings, and considering alternative interpretations of the data. Researchers may also use theoretical frameworks or previous research to guide their interpretation and analysis. The final step is to report the findings of the analysis. This involves presenting the data, methods, and results clearly and concisely. Researchers may use quotes or excerpts from the data to support their findings and include visual representations such as charts or graphs.

One of the advantages of the qualitative data analysis approach is that it allows researchers to explore complex social phenomena in-depth and generate new insights into the research problem. This approach is particularly useful for studying subjective experiences, emotions, and social interactions that cannot be easily quantified. Qualitative data analysis also allows for flexibility in the research process, as researchers can modify their research questions and methods as new information emerges from the data.

However, there are also limitations to the qualitative data analysis approach. This approach is often criticized for its lack of objectivity, as the interpretation of the data is influenced by the researcher's subjective perspectives and experiences. The qualitative data analysis approach can be time-consuming and labour-intensive, as the data must be carefully analyzed and interpreted to generate meaningful insights. (Creswell, 2014)

As a result, researchers choose to combine both analysis approaches since the two types are related to each other and complete each other. Accordingly, Hamzaoui (2006: 130) states, "Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement".

The quantitative method is used to analyze the students' questionnaire, while the qualitative method is used to analyze the teachers' interview.

## 2.4. Research Study Limitations

This section discusses the research study limitations and difficulties that faced the researchers. Writing a limitations section in a dissertation is a very important component of a research study. The purpose of this section is to provide an honest and transparent account of the limitations and weaknesses of this research. First, one of the difficulties that researchers faced was that students needed to be more cooperative; only seventeen out of thirty-five students agreed to answer the questionnaire after long insistence. Second, we were unable to access some relevant data due to restricted access, which may have affected our analysis. Finally, the questionnaire and interview used in the study may need to fully capture the complexity of intercultural awareness or the impact of ICC on this construct. However, we took steps to mitigate these limitations by carefully selecting a sample representative of the target population and conducting thorough analyses of the data we collected. Despite these limitations, we believe that our findings provide valuable insights into the impact of intercultural communicative competence on EFL students' intercultural awareness, the role of ICC teachers in developing this skill, and the effect of social media on students' cultural awareness.

## 2.5. Conclusion

This chapter presents the empirical stage of this research, starting by providing an overview of the research design and the participants' profiles of teachers and students—as well as data collection tools and data analysis procedures, including data analysis methods. The following chapter will analyse the data collected using the two types of data analysis methods already explained in the present chapter.

# Chapter Three

3.1. Introduction .....	39
3.2. Data Analysis .....	40
3.2.1. Analysis of the Students' Questionnaire .....	40
3.2.2. Interpretation of the Students' Questionnaire .....	48
3.2.3. Analysis of the Teachers' interview .....	50
3.2.4. Interpretation of the Teachers' Interview .....	55
3.3. Discussion of the Main Results .....	57
3.4. Suggestions and Recommendations .....	57
3.5. Conclusion.....	60

### 3.1. Introduction

The current chapter focuses on elucidating the data analysis processes and interpreting the primary findings from multiple sources utilizing student questionnaires and teacher interviews. It also presents suggestions and recommendations for students and teachers to increase their awareness about the importance of Intercultural Communicative Competence (ICC) in the language learning process.

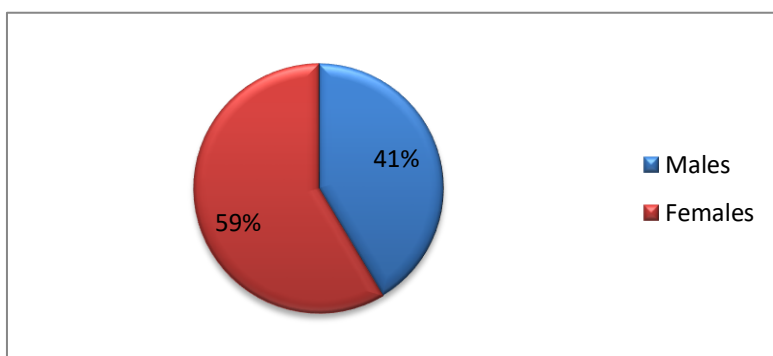
### 3.2. Data Analysis

This section examines the data from the teachers' interviews and the students' questionnaires.

#### 3.2.1. Analysis of the Students' Questionnaire

This questionnaire was addressed to EFL Language and Communication Master two students; seventeen students accepted to respond to this questionnaire. The questionnaire aims to investigate and discover students' views and awareness about the impact of ICC on raising their intercultural awareness, and the effect of using social media on their cultural awareness.

**Question 01:** What is your gender?

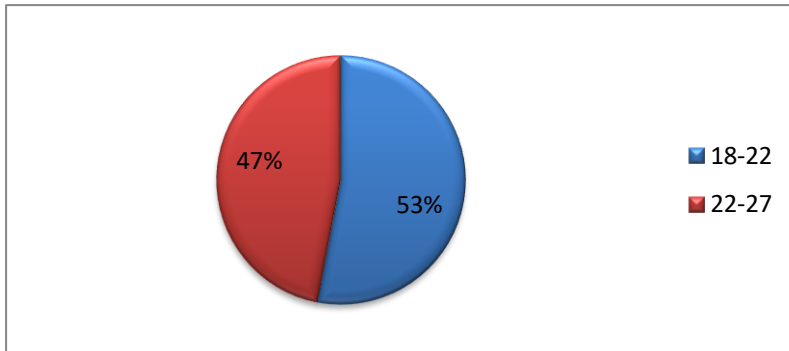


**Figure.3** Gender implication

Figure one shows that the majority of the participants are females, i.e., out of seventeen participants, ten are females (59%), and seven are males (41%). This higher number of

females adds nothing to the research, but it can show that females are more interested in studying ICC and a foreign language than males.

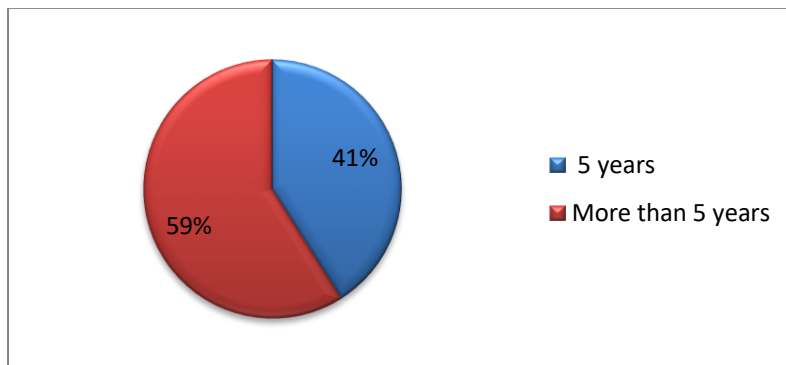
**Question 02:** How old are you?



**Figure.4** Age variation

According to the mentioned results in the above figure, there is a diversity of age; more than half of the participants (53%) are between twenty-two and twenty-seven years old, while the others (47%) are between eighteen and twenty-two years old.

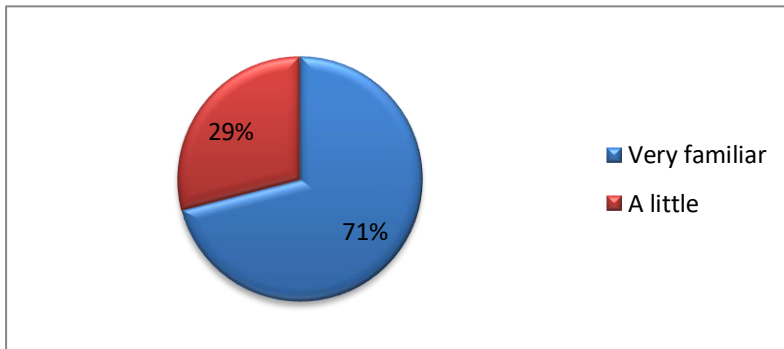
**Question 03:** How long have you been studied English as a foreign language?



**Figure 5.** Period for learning English as a Foreign Language

As shown above, the majority of students (59%) have been studying English for more than five years, and the other seven participants (41%) have been studying English for five years.

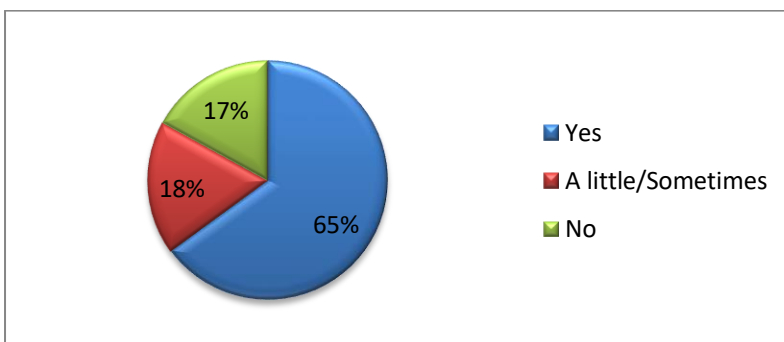
**Question 04:** How familiar are you with the concept of ICC?



**Figure 6 .** Students' Familiarity with the Concept of ICC

This question asks about the student's familiarity with the concept of ICC. As shown in the figure above, most students (71%) are very familiar with the concept of ICC. However, the other students (29%) are less familiar with ICC or not familiar enough.

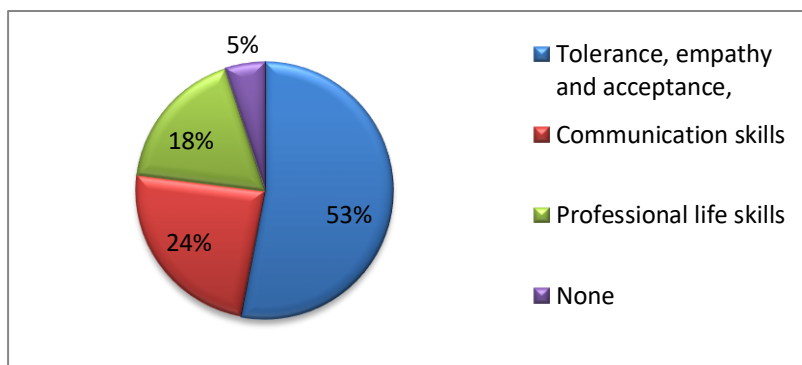
**Question 05:** Do you feel confident applying ICC knowledge and skills in intercultural communication?



**Figure 7.** Students' Confidence when Applying their ICC Skills

As shown in the figure above, 65% of the participants feel confident when applying their ICC knowledge and skills. While the rest of the participants are divided into two groups, the first group, which represents 17% of the participants, answered no, they don't feel confident when applying their ICC knowledge, and some of them mentioned that they don't have any ICC skills. In the second group, 18% of the participants mentioned that they don't feel completely confident when applying their ICC skills and knowledge, and they still hesitate and not feeling comfortable applying those skills; one of them mentioned that she does not feel very comfortable applying her ICC knowledge because she didn't learn this at an early age and it is a new concept for her.

**Question 06:** What ICC knowledge and skills have you acquired through your English language classes?

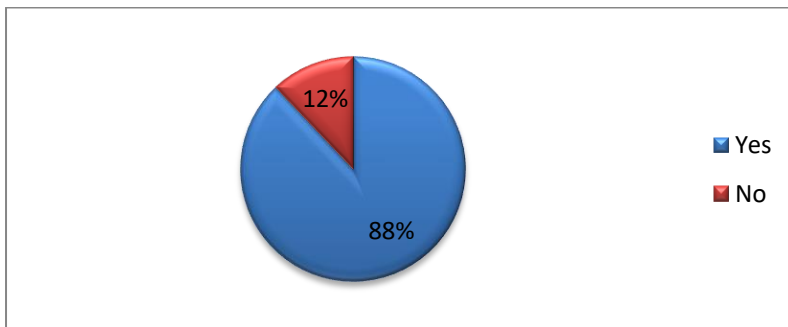


**Figure 8.** Skills Acquired by Learners during their Learning Process

As shown above, nine participants (59%) say that they learned to accept others no matter their culture or identity, to be tolerant and to empathize with others, and to be aware of their cultural differences. Four students (24%) declare that they learned communication skills and how to communicate with others from other cultures and languages. Three participants (18%)

say they acquired skills needed for their future professional life and modern workplaces. Last, one participant (5%) declared he didn't acquire any skills or knowledge.

**Question 07:** Should incorporating ICC into English language classes be a priority for language teachers?



**Figure9.** Students' Opinion about the Inclusion of ICC into English Language Classes

As it is mentioned in Figure 7, the majority of students (88%) agree that it is very important to incorporate ICC into the English language classes; also, they mentioned that ICC should be included in all language classes because language and culture are related to each other, and teachers should incorporate ICC, As it is mentioned in figure 7, the majority of students (88%) agree that it is very important to incorporate ICC into the English language classes; also, they mentioned that ICC should be included in all language classes because language and culture are related to each other, and teachers should incorporate ICC, especially in multicultural universities. Two participants (12%) say including ICC in English language classes is unimportant.

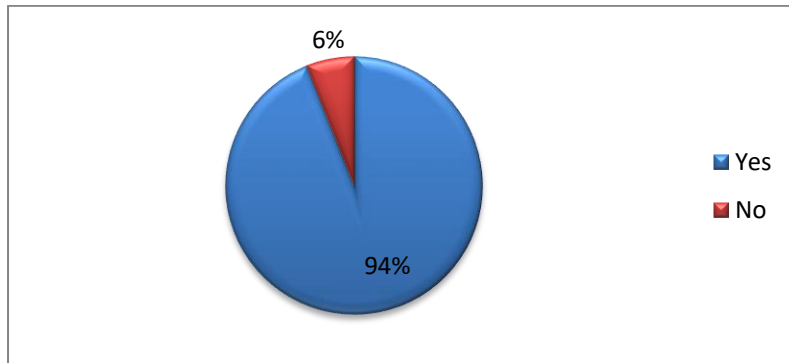
**Question 08:** How many times a week do you use social media apps, such as Facebook, Instagram, Tiktok, etc.?

All students (100%) use social media platforms like Facebook, Instagram, and TikTok frequently.

**Question 09:** How do you use social media apps to improve your English language skills?

All participants mentioned that they improved their English language skills, whether by following foreigners and English speakers and interacting with educational and cultural content or communicating and interacting with foreigners and native speakers.

**Question 10:** Do you follow or interact with people from different cultures on social media?



**Figure10.** Students' Interactions with People from Different Cultures

As it is mentioned above, the majority of students (94%) follow and interact with people from different cultures; some of them interact with foreigners due to their work online, and others to discover and learn about other cultures. However, one participant (6%) said she does not follow or interact with people from different cultures.

**Question 11:** Do you think social media has helped your cognitive skills to learn more about other cultures and ways of life?

All participants (100%) agree that social media has helped them develop and enrich their knowledge about other cultures and different ways of life.

**Question 12:** How aware are you of cultural differences between your own culture and others?

All participants (100%) mentioned that they are highly aware of the cultural differences between their own culture and others' cultures.

**Question 13:** In your opinion, how important is ICC for successful communication in a foreign language?

All participants (100%) declare that ICC is very important to have successful cross-cultural communication; according to them, it has a crucial role in enhancing cultural awareness that helps them to decrease the possibilities for misunderstanding, conflicts, and racism.

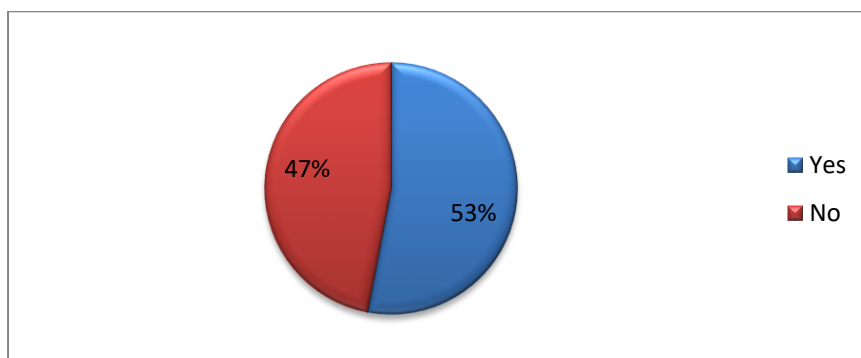
**Question 14:** Have social media platforms helped you better understand and appreciate other cultures?

All students (100%) agree that social media helps them better understand and appreciate other cultures because it exposes them to different cultures and languages.

**Question 15:** How has social media helped you communicate with people from other cultures?

All participants think that social media facilitates communication between individuals via sharing videos and interacting with people from cultures that share cultural content, chatting with foreigners, and asking them about their traditions and culture. It allows them to be more comfortable and to communicate easily with others.

**Question 16:** Have you ever encountered misunderstandings or conflicts on social media due to cultural differences?



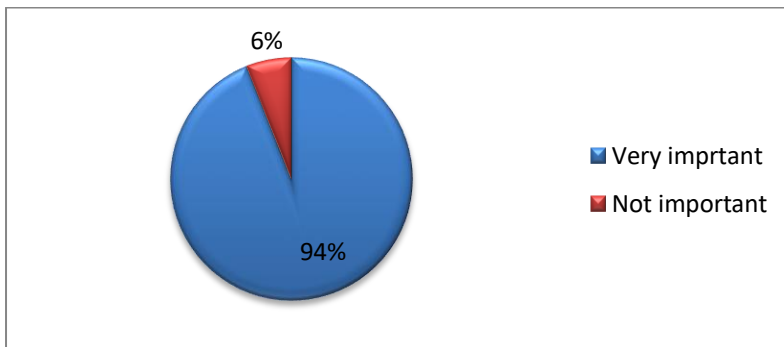
**Figure11.** Misunderstandings Encountered by Students due to the Cultural Differences

As shown above, more than half of the participants (53%) say that they have encountered cultural misunderstandings on social media, and the other part of the students (47%) mention that they have not faced such situations. Some of them say that if a person is culturally aware, he/she can avoid such types of situations.

**Question 17:** How could ICC improve your English language skills?

Participants say that ICC allows them to learn more about the target culture, such as learning expressions and accents, which helps them to have successful communication, and also via communicating with different people from different cultures because they think that language and culture are two related concepts.

**Question 18:** How important is intercultural communication for your future academic or professional goals?



**Figure12.** The Importance of ICC for the Students' future goals

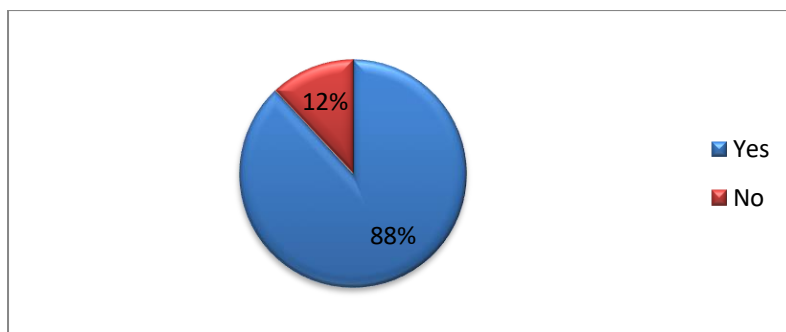
As mentioned above, the majority of participants (94%) see ICC as a very important factor for their future academic and professional life. According to them, academically, it will help them in case they want to finish their studies abroad. Professionally, it will help them to successfully interact with their colleagues with different cultural backgrounds and adapt to others. Moreover, it allows them to work in multinational companies and interact easily with

foreigners during their workshops and travels. Only one participant (6%) mentioned that ICC is unimportant for his future academic and professional life.

**Question 19:** Do you plan to use your English language skills to communicate with people from different cultures in the future?

All participants (100%) plan to use their English language skills in the future and some of them are already using their English language skills to communicate with foreigners.

**Question 20:** How do you think social media will help you achieve your goals?



**Figure 13.** Students' Usage of Social Media to achieve their Future Goals

The majority of students (88%) think that social media will help them achieve their goals by learning more about people, building new contacts, and sharing knowledge. (12%) participants think that social media will not help them achieve their goals.

### 3.2.2. Interpretation of the Students' Questionnaire

From the analysis above, it is obvious that our study relies on seventeen participants who are Master Two EFL Language and Communication students. They are between twenty-two and twenty-seven years old and have all been studying English for at least five years. The majority of students (71%) are familiar with the concept of ICC. At the same time, a few students (29%) need to become more familiar with ICC. Besides, most participants (65%) declare that they can confidently apply their ICC knowledge and skills. While 18% of the participants feel they need more confidence or comfortable when applying their ICC knowledge and skills,

saying that this is because they did not learn ICC earlier. The remaining participants (17%) feel they need more confidence when applying their ICC skills, thinking that this is because they did not acquire any ICC skills or knowledge.

Moreover, more than half of the participants admit that during their learning process, they have learnt tolerance, empathy, and acceptance, how to be aware of their own identity and culture, and how to be aware of others' differences and accept them. While 24% of the participants say that they have learnt communication skills and how to communicate effectively and appropriately with others, and 18% say that they have skills acquired for their future professional life. Furthermore, the majority of students (88%) agree about including ICC in English language classes; some think that ICC should be included in all language classes because culture and Language are two related concepts. While 12% of participants think it is unimportant to include ICC in English Language classes. Concerning the use of social media platforms, all participants (100%) use social media platforms frequently. And they improve their English skills using social media, via communicating or interacting with foreigners and native speakers, and also via following and interacting with educational videos, posts...etc. Question number ten asks participants whether they follow or interact with people from different cultural backgrounds; the majority of participants (94%) do follow and interact with people from different cultures. While only one participant (06%) does not follow nor interact with foreigners.

Furthermore, all participants (100%) admit that social media has helped them develop their cognitive skills and enriched their knowledge concerning other cultures and other existences. Also, all participants (100%) say they are highly aware of the cultural differences between their own and others' cultures. All of them think that social media has helped them to understand, appreciate, and to be aware of other cultures. It enables them to communicate with different people from different cultures. In addition, all participants think that ICC is a

very important factor for successful cross-cultural communication. 53% of participants declare that they have encountered cultural misunderstandings on social media due to cultural differences; some of them say that they faced misunderstandings at their beginnings on social media because they were not aware enough. While 47% of students declare that they have not faced this type of situation, mentioning that if a person is culturally aware he/she can avoid this type of situation. In question seventeen, all students think that ICC helped them to develop their language skills since culture and language are two related aspects, and it allows them to communicate effectively and appropriately. The majority of participants (94%) see ICC as a very important factor for their future academic and professional life. At the same time, only one participant (06%) does not think ICC is important for his future career. All students (100%) plan to use their English language skills to communicate with foreigners. Finally, 88% of participants think that social media will help them achieve their goals by building new contacts, sharing and acquiring new knowledge, and being open to people from all around the world. And 12% of participants do not think social media will help them achieve their goals.

**3.2.3. Analysis of the Teachers’ interview**

The researchers conducted a structured interview to obtain valuable information from the teachers. The responses provided by the teachers will be analyzed in the current section.

As stated in the previous section, the first question is general; it aims to determine how many years those teachers have taught at the university.

<b>Teacher 01</b>	<b>Teacher 02</b>	<b>Teacher 03</b>	<b>Teacher 04</b>	<b>Teacher 05</b>
08 years	20 years	13 years	09 years	08 years

**Table 1. Years of Experience**

As mentioned in the table above, all the teachers who participated in this study have significant years of experience, ranging from eight to twenty years. This means that our respondents bring diverse perspectives and viewpoints to the investigated subject, which is advantageous as it adds depth and variety to the study.

**Question 02:** Based on your knowledge and experience, how would you define Intercultural Communicative Competence (ICC)?

All teachers agree that Intercultural Communicative Competence (ICC) is a set of skills and knowledge that allow students to understand, be tolerant, and accept people's differences. Also, it is the ability to communicate effectively between different cultures and languages.

**Question 03:** How do you integrate ICC into your teaching process?

One respondent out of five claims that ICC is already present due to the use of new technologies and World's globalization. While the others claimed that they integrate ICC according to the module they teach, students' level, and interests. But in general, they try to expose students to some cultural concepts and cultural situations such as documentaries, videos, written emails, role plays, and native-like situations to enable them to identify themselves, to be aware of the other existences and how to evaluate both and compare between the cultural aspects, also to develop the cultural tolerance.

**Question 04:** What challenges have you encountered when teaching ICC?

Three out of five teachers say that they didn't face any challenges with students as ICC is a new concept for them, and they get interested in it; also, teachers try to teach them to accept others' differences and to be tolerant. While the other teachers claim that the biggest challenges are that ICC can be abstract and limited because it talks about other languages and other cultures. Students do not have the chance to engage in a conversation with foreigners or to be in a situation with non-Algerian students, except the virtual communication. Also, they view cultural resistance as a main obstacle.

**Question 05:** How do you assess students' ICC skills and intercultural awareness?

All respondents declare that they use different methods to assess their students' ICC skills; through tasks where they give written or oral feedback about what they think, by giving them a situation and asking them about their opinion, by asking them questions about their previous knowledge about a particular topic, and through their behaviour and their ideas.

**Question 06:** Have you noticed any changes in your students' attitudes or behaviour after incorporating ICC into your teaching practice?

One of the participants claims that she did not notice any changes in her students because they have always been open to other cultures due to the use of social media. However, the other four participants claim they noticed interesting changes in their students' views and behaviour. Cultural tolerance is one of the main changes they have noticed in their behaviour.

**Question 07:** How do you approach the challenges of teaching ICC in culturally diverse classrooms where students come from diverse cultural backgrounds?

All teachers agree on taking into consideration their differences, asking them about their culture and religion, or organizing cultural events where students can know each other. In general, mutual understanding and respect are the main clues that they use to handle such a situation.

**Question 08:** In your opinion, what is the role of ICC in raising students' intercultural awareness?

All teachers agree that ICC has a very important and crucial role in raising students' intercultural awareness. It opens their eyes to see other existences, teaching them strategies and techniques to communicate successfully. Moreover, one ICC teacher defined it as a life skill that all students need because of the world's globalization. Also, another teacher recommended including ICC in all specialties as it is very helpful in this age of globalization.

**Question 09:** How can teaching ICC be connected to real-life experiences and opportunities for cross-cultural interaction?

Teachers declare that they provide students with related activities and examples to real life, such as dialogues and role plays where they practice various ICC strategies and interact with people from different cultural backgrounds.

**Question 10:** Have you ever had broad experience with other teachers/ students from the targeted culture of learned/ taught language?

All teachers had broad experience with other teachers and students. Most had the chance to travel and teach abroad, some in Arabic countries and others in foreign countries, with people from diverse cultural backgrounds like Arabic, Spanish, and English students.

**Question 11:** How do you handle misunderstandings and potential conflicts in cross-cultural communication?

One out of five teachers didn't face this type of situation because she thinks she needs to be aware of cultural differences and careful while communicating with others. Also, another teacher sees developing a readiness for criticism and how to accept it as a part of ICC. When facing such type of situation, the other three teachers claim that they try to understand and look for what led to such a misunderstanding and apologize if it is required.

**Question 12:** How can technology be used to support the teaching of ICC and intercultural awareness in the classroom?

All respondents agree on the fact that technology is a very useful and helpful tool for teaching ICC, especially in our universities where teachers and students don't have many examples of cross-cultural communities and cross-cultural communication. So, it can be utilized to expose students to real-life cross-cultural communication; via videos, chatrooms with foreigners, and social media to enable students to practice their ICC skills.

**Question 13:** In your opinion, how do social media affect students' intercultural awareness?

All teachers agree that social media can be a very fruitful tool and help students to be open to others and to be exposed to other cultures and learn more about them. Also, some teachers think that it can have a negative impact on students who need more awareness.

**Question 14:** In your opinion, how do social media foster cross-cultural communication and understanding among students?

All teachers think that social media can facilitate communication between students and foreigners, and it can be a flexible tool that provides a comfortable and stress-free environment for students where they can easily interact with foreigners.

**Question 15:** How can social media connect students with individuals and communities from diverse backgrounds, locally and globally?

Our participants suggest that students can be connected with individuals from diverse cultural backgrounds through their own efforts or in a structured way; via social media groups, posting cultural content, interacting with foreign mates, and exchanging their way of teaching/learning.

**Question 16:** How do you see ICC's role evolving as the world becomes increasingly interconnected and globalized?

All teachers claim that ICC is getting more interest, and its role now is more significant than ever due to the process of globalization. It is already happening everywhere, in people's real life, without even teaching it due to technology and the use of social media.

**Question 17:** Finally, do you have any additional comments or suggestions for improving ICC teaching at the university?

Two teachers encouraged the idea of organizing student travels to some foreign countries. In contrast, the third teacher proposed integrating more technological tools to foster ICC teaching because most students cannot travel, and technology will shorten distances between students and foreigners. The fourth teacher encourages having this field from the first

educational years. The last one advises exposing students to real-life situations, organizing events where students get to know others, and being creative and innovative

#### **3.2.4. Interpretation of the Teachers' Interview**

Concerning the second research tool, the interview was used to look for the teachers' viewpoint on the effect of ICC on EFL students' intercultural awareness and the impact of social media on students' cultural awareness. All participants are university teachers at the English Department at the University of Mostaganem; four of them are ICC teachers, and one of them is a Human Resources Management/ Development and E-learning/ Blended Learning teacher. The respondents are experienced from eight to twenty years of experience; this means that all of them have significant years of experience, which allows us to have more effective and deep answers. Besides, four of our participants include ICC in their teaching practice according to the module they are teaching, students' interests, and students' level, but in general, they try to expose students to different cultural factors; emails and articles for written expression module, documentaries, videos, role plays and native-like situations to enable them to be aware of the other existences and to accept them. In contrast, one teacher claimed that ICC is already present due to nowadays globalized world. Concerning the challenges that teachers faced, Three out of five teachers claimed that they did not face any challenges because students find ICC a new concept. They get interested in it, and teachers always try to enable them to accept and be culturally aware. However, two teachers claimed that the biggest challenges are cultural resistance, and they think that ICC can be limited and abstract sometimes because students do not have the ability to engage in a conversation with foreigners or to be in a situation with foreign students except online communication. Thus, explaining the concept of ICC may be a difficult task for them. In addition, four respondents claim that they have noticed remarkable changes in their students' behaviour and attitudes after incorporating ICC into their teaching process. And one of them says that she did not

notice any changes because her students are always aware and open to others. The seventh question asks teachers about how they approach the challenges of teaching ICC in culturally diverse classrooms and all of them admit that they take into consideration students' differences, ask them about their culture, religion, and traditions...etc, also organize events that will probably make them feel important, confident, and comfortable; also this will enable their peers to know them better, to accept them and to enrich their cultural knowledge. In general, mutual respect and understanding are the keys. Furthermore, all teachers agree that ICC has an important impact on raising students' intercultural awareness, defining it as a life skill. Also, one of the respondents recommended including ICC in all specialties and for all levels.

Moreover, all teachers declare that they provide students with related activities and real-life examples to connect the teaching of ICC with real-life experiences, such as dialogues and role plays where they practice various ICC strategies and interact with people from different cultural backgrounds. All teachers declare they have had broad experiences with foreign teachers and students. Also, we asked teachers how they handle misunderstandings and conflicts in culturally diverse classrooms; two of the respondents said that they did not face any type of cultural problems, declaring that when a person is culturally aware, he/she will automatically avoid this type of situation. In contrast, three respondents say that when they face such types of situations, they try to understand the real reason that leads to this problem and then try to solve it. Since we are in the age of technology, the twelfth question asks teachers how technology can be used in ICC teaching. All of them claim that technology is a very useful and helpful tool that facilitates the teaching/learning process for teachers and students, especially in Algerian universities where not all students are able to travel and discover other countries and cultures. Also, all teachers think that social media can be a very useful tool that enables students to be exposed to other cultures without making an effort.

Also, some teachers think that it can have a negative impact on students who are not completely aware. Besides, they all think that social media facilitates communication between students and foreigners, adding that it is a flexible tool that saves time and provides a comfortable environment for students. They suggest that all students can interact with foreigners, whether by their own efforts or via structured communication organized by teachers via social media groups, exchanging cultural knowledge, posting, and interacting with cultural content.

Last but not least, all teachers claim that ICC is getting more interest due to the world's globalization. Sometimes, it is already present due to technology use and social media. Finally, the last question asks teachers if they have any additional comments or suggestions to improve ICC teaching. Two participants suggest organizing travels for students to some foreign countries to enable them to discover and to be in real cross-cultural situations. The third teacher thinks that it is necessary to integrate more technological tools to improve the teaching of ICC, especially because not all students are able to travel and see the other existences. The fourth teacher encourages having this field from the first years of education. The last one proposes to expose students to cultural situations, to organize scientific events with foreigners where students can know each other, and to be creative and innovative.

### **3.3. Discussion of the Main Results**

This research study investigates how both students and teachers view the concept of ICC and to what extent they think that ICC can impact students' intercultural awareness, as well as their view concerning social media and how it can affect students' intercultural awareness, whether positively or negatively.

First, the primary objective of this study was to investigate the significance of Intercultural Communicative Competence (ICC) on learners' intercultural awareness and the impact of social media on students' intercultural awareness. The findings obtained from both the

questionnaire and the interview show that the integration of ICC into English Language Teaching (ELT) is an ideal way to develop students' intercultural awareness and capacities to communicate effectively and appropriately with native speakers regardless of the existing cultural barriers. Also, the questionnaire results indicate that learners are familiar with the concept of ICC; most are interested in learning more about cultures. Moreover, according to the interviews' results, all teachers support teaching/ learning ICC, claiming that it has a very important role in raising students' intercultural awareness and improving their communication skills. As an outcome, the first hypothesis is confirmed.

Second, the secondary objective was to discover the impact of social media on students' intercultural awareness. According to the questionnaire results, all students frequently use social media. They all claimed that social media raised their intercultural awareness. It helped them to be aware of other existences and gave them the opportunity to communicate and explore more about other cultures. Also, the interview results indicated that teachers think social media is an effective tool for students to communicate and interact with foreigners. It can also help students to see and discover other cultures and existences. They claimed that social media is an effective tool for students who are sufficiently aware because it can have a negative impact on students who are not completely aware. Therefore, the second hypothesis confirms that using ICC and social media impact strongly EFL students' intercultural awareness, whether positively or negatively.

Overall, based on the results of both research instruments, we confirm that teachers play a crucial role in raising students' intercultural awareness while including ICC in ELT, using specific strategies for their learners to give them the best learning experience.

### **3.4. Suggestions and Recommendations**

Culture and language are two related concepts that complete each other, especially in nowadays globalized world where English is the universal language and people all around the

world learn and speak this language. Therefore, ICC is an important concept to be learnt in order to have healthy and effective communication with others and raise learners' intercultural awareness. Based on what was said and discussed, our suggestions are as follows:

(1) We should integrate ICC in all language classes because it is very important for several reasons. First, it helps students develop a deeper understanding and appreciation of different cultures, which in turn promotes respect, empathy, and tolerance towards people from diverse backgrounds. Second, it prepares students to communicate effectively in multilingual and multicultural contexts, which is becoming increasingly important in today's globalized world. Third, it enhances students' language proficiency by exposing them to authentic language use in real-world situations. Finally, it helps students develop critical thinking skills by challenging their assumptions and biases and encouraging them to question and evaluate different perspectives.

(2) We should integrate ICC since the first educational years, in the primary schools, especially with the integration of English in order to:

- help children develop an appreciation and respect for different cultures, beliefs, and values from an early age, promoting positive attitudes toward diversity and inclusion.
- allow pupils to understand and communicate effectively with people from different cultural backgrounds, enhancing their communication and language skills.
- prepare pupils to navigate a globalized world where cultural diversity is becoming increasingly prevalent.

By developing their ICC, primary school pupils will be better equipped to interact with people from different cultures and adapt to new and unfamiliar situations inside and outside the classroom.

(3) All Algerian institutions and schools should organize travels for students because they need such special opportunities to experience different cultures and enhance their intercultural awareness and understanding. By exposing students to different ways of life, customs, and traditions, they can learn to appreciate and respect cultural differences. Also, travelling can help students develop important communication, adaptability, and problem-solving skills. Students in a new environment must learn to navigate cultural differences and communicate effectively with people who may not speak their language. This can improve their language skills and develop their ability to adapt to new situations. Finally, travelling can motivate students to learn a new language and help them see the relevance and practicality of their language studies. When students see the real-world applications of language learning, they may become more engaged and interested in their studies.

Finally, the use of technology and social media in ICC teaching in universities, schools, or colleges would become effective because social media provide a platform for communication and interaction with people from different cultures and backgrounds, which can enhance students' intercultural competence. Moreover, they expose students to different perspectives, worldviews, and values, helping them develop a more nuanced understanding of cultural diversity. In addition, social media can be used to facilitate cross-cultural collaboration, which is essential in today's globalized world. Finally, incorporating technology and social media in ICC teaching can increase students' motivation and engagement in the learning process, making it more enjoyable and effective

### **3.5. Conclusion**

This chapter aimed to analyze and interpret the data collected from the questionnaire and interviews with Master Two EFL students and ICC teachers. The findings indicated that integrating ICC in English language classes is crucial for enhancing students' intercultural awareness and competence. The use of technology and social media can also provide valuable

opportunities for practicing ICC skills. Additionally, teachers play a significant role in developing their learners' ICC and should receive proper training and support.

## **General Conclusion**

The primary objective of teaching culture in teaching English as a foreign language (TEFL) is to enhance students' ability to communicate effectively and appropriately with native English speakers. By teaching culture, students develop the necessary skills for successful communication and become more open-minded and tolerant towards cultural differences. This study aimed to examine the impact of Intercultural Communicative Competence (ICC) teaching on EFL learners' cultural awareness in the classroom and how social media can affect them.

This study employed a mixed-methods approach to explore the impact of intercultural communicative competence (ICC) and social media on EFL learners' intercultural awareness. The study's research questions focused on how ICC integration impacts learners' intercultural awareness and how social media platforms affect students' intercultural awareness. The study found that the integration of ICC significantly improves learners' intercultural awareness and understanding, while social media platforms can positively and negatively impact learners' intercultural awareness.

This study suggested that ICC should be integrated into language learning programs to enhance learners' intercultural competence. Educators should also consider how to utilize social media to foster intercultural awareness while mitigating its negative effects. Overall, both hypotheses were confirmed. This study provides valuable insights into the importance of ICC and the impact of social media on intercultural awareness among EFL learners. The findings of the study could be useful for educators and researchers interested in developing intercultural competence among language learners.

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# Appendices

### Students' Questionnaire

Dear students,

This questionnaire aims to investigate the role of ICC on raising EFL students' intercultural awareness, and how social can impact students' intercultural awareness.

Thank you for responding to this questionnaire.

1- Gender :

➤ Female

➤ Male

2- Age

18 - 22 years

22 - 24 years

3- How long have you been studying English as a foreign language?

1 - 5 years

5 years<sup>+</sup>

4- How familiar are you with the concept of ICC?

.....

5- Do you feel confident applying ICC knowledge and skills in intercultural communication?

.....

6- What ICC knowledge and skills have you acquired through your English language classes?

.....

7- Should incorporating ICC into English language classes be a priority for language teachers?

.....

8- How many times a week do you use social media apps, such as Facebook, Instagram, Tiktok, etc.?

One time a week

Two times a week

Three times a week

Frequently

Never

9- How do you use social media apps to improve your English language skills?

.....

10- Do you follow or interact with people from different cultures on social media?

.....

11- Do you think social media has helped your cognitive skills to learn more about other cultures and ways of life?

.....

12- How aware are you of cultural differences between your own culture and others?

.....

13- In your opinion, how important is ICC for successful communication in a foreign language?

.....

14- Have social media platforms helped you better understand and appreciate other cultures?

.....

15- How has social media helped you communicate with people from other cultures?

.....

16- Have you ever encountered misunderstandings or conflicts on social media due to cultural differences?

.....

17- How could ICC improve your English language skills?

.....

18- How important is intercultural communication for your future academic or professional goals?

.....

19- Do you plan to use your English language skills to communicate with people from different cultures in the future?

.....

20- How do you think social media will help you achieve your goals?

.....

## Teachers' interview

Dear teachers,

Through this questionnaire, we would like to explore the crucial role of ICC in raising EFL students' intercultural awareness and the impact of social media on EFL students' cultural awareness for Master Two Language and Communication students. It would be a great pleasure to receive your valuable responses to help us submit a beneficial research thesis in the academic area.

1- How many years have you been teaching at University?

.....

2- Based on your knowledge and experience, how would you define Intercultural Communicative Competence (ICC)?

.....

3- How do you integrate ICC into your teaching process?

.....

4- What challenges have you encountered when teaching ICC?

.....

5- How do you assess students' ICC skills and intercultural awareness?

.....

6- Have you noticed any changes in your students' attitudes or behaviours after incorporating ICC into teaching practice?

.....

7- How do you approach the challenges of teaching ICC in culturally diverse classrooms where students come from diverse cultural backgrounds?

.....

8- In your opinion, what is the role of ICC in raising students' intercultural awareness?

.....

9- How can the teaching of ICC be connected to real-life experiences and opportunities for cross-cultural interaction?

.....

10- Have you ever had broad experience with other teachers /students from the targeted culture of learned /taught language?

.....

11- How do you handle misunderstandings and potential conflicts in cross-cultural communication?

.....

12- How can technology be used to support the teaching of ICC and intercultural awareness in the classroom?

.....

13- In your opinion, how do social media affect students' intercultural awareness?

.....

14- In your opinion, how do social media foster cross-cultural communication and understanding among students?

.....

15- How can social media connect students with individuals and communities from diverse backgrounds, locally and globally?

.....

16- How do you see ICC's role evolving as the world becomes increasingly interconnected and globalized?

.....

17- Finally, do you have any additional comments or suggestions for improving ICC teaching at University?

.....