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**The Effect of Learning Intercultural Communicative
Competence on English Foreign Language Learners' Identity**

Case study: First year Master Students of Language and Communication at

Abd Elhamid Ibn Badis University

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Abstract

Intercultural communicative competence (ICC) is considered as a relevant aspect which links various cultural perspectives around the world. This study aims to investigate the effect of learning intercultural communicative competence on English foreign language (EFL) learners' identity. To be more accurate and objective, this research study is devoted to confirming whether the ICC learning process affects the EFL learners' identity, this latter was based on the development aspect of their identity in particular. We have used the mixed method. The use of the combination qualitative and quantitative methods in order to conduct our research hypothesis and cover the main ICC aspects. The work is divided into three chapters: the first tackles the historical backgrounds of ICC. The second deals with the methodology perceptions of the research and the results. The observation and questionnaires are the tools used for collecting data. The observation was a form of a checklist aims to shed the light on the developmental process of the learners' concerning motivation, attitudes, cultural openness and their understanding of the the ICC savoirs. Concerning the students' questionnaire aims to examine their understanding of the concept of ICC. Moreover, the teachers' questionnaire , it aims to highlight their experience in teaching ICC. Furthermore, the research findings show that fostering intercultural communicative competence has a positive impact on EFL learners' identity. Accordingly, students showed great interest and engagement towards it. this latter helps them to improve their various abilities towards the language learning process.

Key words: Intercultural Communicative Competence, Identity.

Dedication

To my parents

To my family

To my friends

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My first earnest, expression of gratitude goes to my supervisor Ms M. Kharoubi for her invaluable comments, pieces of advice and support. Not only her academic advice but also her help during my observation sessions.

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General introduction

Intercultural communicative competence (ICC) takes place when individuals are influenced by different cultural communities negotiate shared meanings in interaction. Learning ICC gives the foreign language learners (EFL) the opportunity to experience many forms of cultural differences and accept them. However, the question of identity is being vigorously debated in ICC classes. Some authorities link intercultural communicative competence with identity and their effect on learners' positive attitudes. Regarding this research, it emphasizes more on the impact of this new field of study on learners' communicative capacities toward the other cultures.

The problem raised in this research is how learning Intercultural communicative competence evolve learners' identity. The desire behind tackling such issue is to see how this new approach can change learners' attitudes and behaviours which are related to their identity. It is corroborated that identity can be alterable when affected a different areas of knowledge are developed and acquired.

This study is motivated by the fact that master one learners study intercultural communicative competence for a very first time. Their knowledge concerning this area is very limited as they consummately developed their linguistic competence solely during the license 3 years experience. Conjointly, learners' identity is very important as they may be in ethnocentric level and more to ethnorelative circle as they develop their ICC through the course.

This study tends to focus on the implementation of ICC in master degree and its impact on the learners identity and the extent to which it stresses that new connectedness between the others individuals which are from another cultures. In addition, this study is meant to highlight how effectively this new fields of study is to competences and identity alike. Therefore, a set research questions can be raised such as:

1. How does the term intercultural communicative competence affect the learners' identity?
2. To which extent does unconscious intercultural competence affect EFL learners?
3. What are the students' attitudes towards learning intercultural communicative Competence?

As tentative answers to the above questions, the following hypotheses are suggested:

1. In the process of learning, ICC affect appropriately learners' identity in fact they will be aware of intercultural diversities in order to interact effectively.
2. We hypothesises that intercultural competence could affect unconsciously the learners' identity.
3. Concerning the students' attitudes, they are highly motivated to learn this new approach since it deals with new intercultural variations.

The study seeks to uncover the effect of ICC on the EFL learners identity at the university of Abd ELHamid Ibn Badis in the English department of Mostaganem with experience ICC beginners master one language and communication learners which are composes around 21 learners.

The research approach of this study is an action research, a series of questions prompt in the process of gathering information. The questions are made for the purpose of having learners' comprehension toward the concept of learning ICC. The observation is considered as the best method and more practical for the purpose of collecting relevant information.

The work is divided into three main parts. The first chapter includes the historical background of ICC and identity and their effectuality. The second chapter deals with the research design, the methodology and the needs analysis of the research methods. The last chapter deals with the discussion of the results. After being explored to these findings we will be able to build up some of conclusions and recommendations concerning the impact of learning intercultural communicative competence in an EFL classroom.

Chapter One:

Theoretical background of Intercultural Communicative Competence and
Identity

1- Introduction

The recent chapter explores the literature review and key concepts related to the integration of intercultural communicative competence and their impacts on EFL learners' identity. However, that new field of study considered as a new variety in our educational world. This chapter tends to shed the light on the fundamental basic of intercultural communicative competence in our context. This framework is followed by the relation between intercultural communicative competence and the developmental process of the learners' identity in particular that was evolved in an EFL classroom which includes (identity definition, their theories, and types). This chapter purposefully includes also background knowledge on the integration of intercultural identity. Nevertheless, it is necessary to highlight the concept of culture which needs to be promoted in classroom. Also it is important to point out the difference between intercultural competence, communicative competence and intercultural communicative competence. finally, since intercultural communicative competence is the core element of our investigation, it is of paramount importance to end up with the relation that link between intercultural communicative competence and identity. The aim of this chapter is to provide the readers with much information about the evolvments of EFL learners' identity.

1.2 Culture

The notion of culture could not been limited to peoples' way of life including for instance, literature, art, language, religion, music, traditions and social aspects but also includes connotative differences which determines culture in a specific context in a particular community.

1.2.3 Cultural Openness

The term openness determined the key concept of being open to explore others' culture and build that bridge between the cultures. Cultural openness seen as an aspect that leads to accept the others' including the cultural diversities in particular which means adopt the idea of culture is possible and can be changed at any point also being opened to that variety.

1.3 Intercultural Competence

Intercultural competence is therefore a combination of attitudes, knowledge, understanding and skills applied through action an interaction with other individuals from other cultures. This latter enables individuals to understand and respect people from different cultural affiliations. Through that competence, people communicate appropriately, effectively, and respectfully in a certain intercultural context. Although, to create a positive and constructive relationship with such individuals. In addition, to understand the others cultural differences (Martyn, B. Machael, B. Ildiko, L. Pascale, M, 2014, p.16).

1.3.1 Communicative Competence

The term was coined by Dell Hymes (1967. 1972) as a counter reaction to linguistic competence developed by Noam Chomsky (1957. 1965). Communicative competence means being able to communicate and interact effectively with individuals. A form of communication that aims to share cultural aspects toward other through verbal and non-verbal communication. ‘A widely accepted definition is that communicative competence means that interaction that is received as affective in fulfilling certain rewarding objectives in a way that is also appropriate to the context in which the interaction occurs’(Spitwberg 1988,p-68).

1.4 Intercultural Communicative Competence

It is necessary to point out the difference between communicative competence and intercultural communicative competence. According to Byram (1997.p71), “the first refers to people’s ability to interact in their own language with people from another country and culture. while intercultural communicative competence takes into account language teaching and focus from another country in a foreign language.” From Byrams’ view above, developing intercultural communicative competence enable individuals to communicate effectively while using the foreign language and taking into account the own and the others cultural perspectives. He also states” we need to help students to develop intercultural awareness and provide them with activities where the others cultures, values and behaviours are considered. In other words, the Intercultural communicative competence (ICC) is the verbal and non-verbal interaction between people with different cultural backgrounds at any level such as individual, classroom, community, and society. Under the ICC approach, Byram propose the model of intercultural communicative competence (1997), he categorized

intercultural communicative competence qualities as four strategies, attitudes, knowledge, skills, and awareness and values. Although, Kramsh (1993) proposed the idea of the third place which focuses on cultural relativism in which means creating a new status between two cultural boundaries, self and others that enable learners to perceive different cultural relativity.

Furthermore, Benetts, Fantini, Byram and others works to investigate the concept of intercultural communicative competence. However, the focus was aimed in much detailed on various intercultural communicative competence components. Initially, these components are investigated through developing their attitudes, knowledge, skills and actions.

1.4.1 Developing the Attitudes

The aspect of attitudes is seen as a foundation of any interaction in intercultural communicative competence. Basically, attitudes are considered as an interesting aspect to improve in order to effectively communicate in a certain situation. Thus, being intercultural aware and curious to learn, accept and adopt the other cultures. In other words, to engage oneself with other individuals from another cultural understanding also to distinguish their various perspectives and views (Martyn, B. Machael, B. Ildiko, L. Pascale, M, 2014, p.19).

1.4.2 knowledge and Understanding

Knowledge determines the understanding of social groups and their practices. It is seen necessary to distinguish the cultural groups and their diversities. Forthermore, evolving the cultural knowledge enable individuals of being aware of others' rights and duties among their culture. Although, to get to know the others' language used in a certain communication which includes the verbal and the non-verbal communicative conversation. This latter could not be seen differently from one individual to another but it helps to interact openly among the cultural and the societal interactions (Martyn, B. Machael, B. Ildiki, L. Pascale, M, 2014,p19).

1.4.3 The Skills

The concept of skills helps individuals acquiring new cultural knowledge and being able to interpret values from one's own to another culture. In addition, to make the speaker more flexible with the others as well as evaluating critically and analyzing beliefs, practices and discources (Martyn, B.Machael, B. Ildiko, L. pascale, M, 2014, p20).

1.4.4 Actions

Actions are demonstrated in the use certain actions that interpret the effectiveness of the interaction among individuals in an intercultural context. Actions are considered as reactions which interpret the knowledge that an individual has among the foreign culture (Martyn, B. Machael, B. Ildiko, L. Pascale, M, 2014, p21).

1.5 Models of Intercultural Communicative Competence

It exist various intercultural communicative competence models' which were developed by different scholars. They tend to highlight different intercultural communicative competence objectives. We shed the light on the five initial models. The compositional model includes the components of competence which gives less importance to that relation among them. Thus traits and characteristics were listed. The co-orientation model its focus is on communication and maturity. That latter is concerned with conceptualizing the achievements of interactions of intercultural understanding. The developmental model includes the developmental stages of progressive process of maturity. In addition to the adaptational model which emphasize on the integration of the process of maturity. Finally, the causal path model deals with the theoretical aspect of intercultural communicative competence.

1.6 The Communicative Ability

Van Ek developed the notion of communicative ability which emphasized more on the natives perspectives. This latter includes 06 competences. Fisrt, the linguistic competence which is to produce and interpret alterances effectively. The focus is on grammar. Second, The sociolinguistic competence deals with both the use and the usage which includes linguistic signals, the contextual and the situational meaning. Third, discursive competence which is the effective use of strategies in interpreting documents. Forth competence is the strategic competence , it is the use of verbal and non-verbal competences as ways of getting meaning. Fifth, the sociocultural competence deals with the language similarities degree with the foreign context. The last competence is the social competence involves the desire and the skills to interact with other individuals which includes motivation, attitudes, self confidence, empathy and the ability to handle social situation.

1.7 The Importance of Intercultural Communicative Competence

To shed the light on the importance of intercultural communicative competence that bolstered further comments and views in various sides.

First, intercultural communicative competence does not just encourage the one's cultural views differences of forces someone to relives basics of other culture, but also it attempts to make that one's eager about and interested in people's intercultural perspectives. This latter helps individuals to interact effectively among their cultural aspects. It also enables them to manage the communication of the others culture.

Second, because intercultural communicative competence affects learning about immediately translating other individual cultural ways of thinking. However, being intercultural competent means the ability to experience about the foreign culture and to become able to give one's opinion critically. Additionally, intercultural communicative competence enables individuals to learn more about judgements experience of their cultural facts through examining and clinging them to the others'. For this reason, intercultural communicative competence does not foster one's understanding of the others', but it also evolves self-cultural overviews.

Third, it is interesting to emphasize on language because, it has an advantage role which makes individuals able to share their various cultural aspects. It is necessary to impose and understand the link between language and culture. In fact, there is no simple one to one communication between languages because language demonstrates truths. Nevertheless, competence in language is importance to impose the cultural aspects by using various skills.

Finally, recent researchers imposed that intercultural communicative competence may not be evolved just purposively and by having unexpected discussion with individuals that have unexpected rapport but, the focus is on practice. In other words, the percentage of engaging individuals in a certain situation could not be well acknowledged without having the quality of knowledge by practice that intercultural understanding in a particular in academic event. Furthermore, various researchers had imposed that intercultural communicative competence is an ongoing prosperity which could be evolved by engaging in a certain communities that have other cultural aspects to accomplish an integrated intercultural competence.

1.8 Identity

1.8.1 Definition:

In the past, the term Identity was defined as a fixed concept of belonging to individuals. In fact, Identity is seen as a difficult concept to recognize. It is considered as an investigated process rather than an accomplished fact. For people, Identity is a core issue and it is considered as something so private and unique (Martina and Nakayama, 2010). Additionally, it has been defined as a “framework for understanding one’s self and the surrounding world” and as “one’s theory of oneself” (Gudykunst, 2005, P, 197). The term identity denotes an individual’s sense of personal reality in which includes a set of characteristics that makes a person unique. According to Martin and Nakayama (2010), It exists three main perspectives:

1.8.2 The Social Science Perspectives:

Is the construct created partly. The individual is made up of multiple identities on the understanding of one’s own self and his cultural background. Erik Erikson argues that “Our identities are not formed in one smooth process but via different identity crises and conflicts through identity confusion and diffusion”. Accordingly, the basic is on the characteristics such as nationality, race, ethnicity, class, gender, sexual orientation and religion.

1.8.3 The Interpretive Perspectives:

Erikson also argues that “Identity is formed partly by the self and partly through communication with others”. This view highlights the idea of self investigation on one hand. On the other hand, it is formed through communication with other individuals.

1.8.4 The Critical Perspectives:

The focus in here is on the changeable process of identity by nature and culture is seen as an unfixable entity in these perspectives.

1.9 Types of Identity

The majority of people use an extent of various identities to demonstrate themselves, affiliated both personal and social identities.

1.9.1 Personal Identity:

The concept of personal identity could be defined as your sense of yourself as a unique individual in which is depends on age, circumstances, and family values and based on heredity, environment, attitudes and behaviour. Richard Bauman defines personal identity from the a sociocultural perspectives” Individual identity is the situated outcome of a rhetorical and interpretive process in which interactants make situationally motivated selections from socially constituted repertoires of identification and affiliation resources and craft these semiotic resources into identity claims for presentation to the others”.

1.9.2 Social Identity:

The practical significance of men for one another ...is determined by both similarities and differences among them. Similarities as a fact or tendency is no less important than differences. In the most varied forms, both are the great principles of all internal and external development. In fact the cultural history of the mankind can be conceived as the history of the struggles and conciliatory attempts between the two” .(Simmel 1950:30) .The main idea from that is social identity is basically determined by the similarities and differences of an individual in a social context.

1.9.3 Cultural Identity:

Behind the two types of identity the personal and social ones. Cultural identity is considered as a keys role. Grauman (1999) points out that the identity concept as used in the social and the cultural sciences with regard to culture, originates from psychology it turns up first in the psychological concept of Sigmund was developed later into theoretical concept self-identity by Erick H.

Cultural identity is often related with national identity which means having one idea about an individual as oneself for instance American, Japanese or Italian. Cultural identity describes the culture of individuals in content, evaluation, and structure. Segall, Dasen, Berry and Poorting (1998) suggested that although the nation state is a relatively recent political phenomenon, national identity is a fundamental components of identity. In other words, cultural identity as a key role of oneself regarding the others beliefs, behaviours and attitudes.

Tweed, Conway and Rayer (1999) argued that global mixing, although evident to some extent in the economically developed world, and less evident in most of the world where daily

communication consists of interactions among those who have personal contact and shared beliefs and behaviours. Which means as a very crucial, the concept of global mixing is efficient on the economical developmental areas in some extent more than daily interactions.

Four theories which link between cultural contact and cultural identity with differing predictions regarding identity change. Cross cultural contact historically has resulted in a variety of identity responses that, at its extreme, led to genocide, ethnic cleansing, or assimilation (Smith and Bond, 1998).

1.10 Intercultural Identity

Internalizing new cultural elements lies at the core of a person's development from a passive self-based on ascription to an actively constructed and achieved self-based on learning from a cultural a cultural identity to an intercultural identity in which previously unknown life patterns are etched (Kim, 2001, p 191).

1.10.1 Individuality

To insist that minds and selves, whatever else they might be. They are attributes of individuals is not to accept the primacy of the self (Cohen 1994, Gaib 1998; Vogler 2000). From that, minds and selves are not private as they are known. They are causally prior to their behavior which means what we 'know' about our minds and selves could not be the same for that of the others minds and selves each one has his unique view.

1.10.2 The Relation Between Identity and Intercultural Communicative Competence

Cultural competence is the process by which people learn to value, respond respectfully, and interact effectively with the others. The developmental process of ICC learners is highlighted in the various ICC models. That process could be seen as a variety in different stages. Accordingly, Benett's model as a developmental model of intercultural sensitivity could be a good example for instance to demonstrate that relation.

Benett's developmental model (1986).

{ Denial- defence -minimization } { acceptance -adaptation-interpretation }

Ethnocentric stage

Ethnorelative stage

A-The ethnocentric stage

- Denial – Personal knowledge about the culture.
- Defence- having knowledge about the other culture and defending the own against uncomfortable feelings.
- Minimization- cultural to minimize differences in order to protect the one's own cultural identity.

B-The ethnorelative stage

- Acceptance- to accept cultural differences without judging them.
- Adaptation- to operate successfully within another culture.
- Interpretation- integration of individuals' cultural awareness and interact comfortably.

From that development stages, learner's identity is seen as a variety of change in that process. Through that latter, learners become more aware of cultural differences, reduce the negative perspectives and interact effectively within other individuals. Accordingly, the learner's identity became more opened to the new cultural differences.

1.10.3 Conclusion

The literature review has provided us with a deep insight of intercultural communicative competence and identity with both theoretical and practical aspects. This chapter was divided into two parts, in the first one, we started tackling the theoretical part of intercultural communicative competence as a new field of study. Then, we have the various ICC components. The second part was about the concept of identity, theories and types. This chapter cites as well as some of the experts and scholars' opinions and perceptions regarding the concept of ICC which is the core of this investigation.

This literature review tends to bring about the importance of intercultural communicative competence in an EFL classroom, as well as to link between the process of learning ICC and the learners' identity.

Chapter Two:

Research Methodology

2. Introduction

The present chapter shed the light on the paramount elements of the research's practical phase. The approach chosen, aims to investigate the impact of Intercultural communicative competence on students' identity. In an attempt to cover the key steps in this research, the sampling framework is exposed followed by means of data collection in order to entire examination. Moreover, an observation used as a first tool to collect data. It helps to collect data from different sources for the purpose of having an in depth overview of intercultural communicative competence. It describes the various aspects used in the checklist of our observation then, description of the students' and the teachers' questionnaires.

2.1 Method

In this study, we adopt a descriptive research methodology. The type of this research linked immediately to the type of our research question.

Within the essence of realistic, dynamic and contextually rich situations; a given case study must be negotiated. Paul Lawrence returned to a valid case study as "the vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor a good case keeps the class discussion grounded upon some of the stubborn facts that must be faced in real life situations."(Quote in Christensen, 1981).

Unlike surveys and open experiments that may include thousands of people having different backgrounds, structured case studies may be only group. As our research is concerned, it is highly required to conduct an observation on a given group of learners. The choice fell on first year master one students of English in the Algerian context which may be a very good case study in terms to experience their attitudes and behaviours towards the concept of Intercultural communicative competence.

According to the university syllabus of the three years of licence, the module of ICC was not included till the master one. Furthermore, the learners might not have the chance in the past to experience that new approach in the classroom.

Our observation lasts four weeks, taking into account the methodological procedure that is mentioned bellow. The needs of an observation is to measure and observe the change of

behaviours, attitudes, and the frequency of interactions. Starting up with a classroom observation and a questionnaire of both the students and the teachers.

2.2 The context

Our selected sample is the first year master students. One may question the choice of this particular category of learners, we took into a high consideration the impact of learning Intercultural communicative competence as a first time in master degree context. We dealt with one learning group. The purposive sample was used to select the current case study of one controlled group of first year master university students.

2.3 Participants

The one controlled group on which the experiment is applied. Therefore, the research throughout the experiment investigates the possibility of fostering and enhancing the learners' interaction among the other cultural groups. The two phases experiment holds different objectives via experiencing the learners' interaction inside and outside the classroom.

2.4 Research Instruments

2.4.1 Observation

The nature of the research made it almost impossible to achieve its goals without a primary observation in the process of learning (ICC). Therefore, four sessions are devoted to classroom observation for the group. There were definitely a grid which includes a set of items and variables to be observed. Thus, we laid much interlocutors in classroom, i.e. the teacher and the students. A narrowed observation spotted students' motivation, openness, and frequency of interaction. On the other hand, there was an eye on the teachers' sociability, interpersonal skills and attitudes with the learners in classroom.

Our checklist (tick list or tick chat) is list of various aspects related to our investigation. It is not only to give a structure and a framework to our observation but also serves to get a specific feedback of particular aspects of the class. Our checklist is filled out before the observation.

The objectives behind our checklist is to organize our perspectives toward the concept of learners' identity in classroom. It helps us to get out and point out results behind the

observation. The focus is inevitably on easily observed the learners' motivation, attitude, openness, and their knowledge about the savoirs in particular.

2.4.1.1 Checklist description

- Learners' motivation: it attempts to check out the learners; motivation, their desire and interest toward learning ICC.
- Learners' attitudes: to get to know the learners' attitudes concerning their developmental process toward ICC in classroom.
- Learners' openness: openness is one of the five personality factors. Accordingly, we relate that latter to our investigated process. Checking the learners' openness seeks to get to know whether they are interculturally open to other cultural perspectives regarding the cultural differences.
- Savoirs: the first aspect is attitudes (*savoir etre*) is considered as the foundation of ICC. Relating that to learners' attitude, curiosity, openness and readiness to suspend disbelief about other cultures and belief about one's own.
- The second aspect, knowledge (*savoirs*) to get to know the learners' knowledge of social groups, their products and practices. However, this latter means to have two major components, knowledge of social groups and knowledge of illustrations of those processes and products.
- The third aspect is skills of interpreting and relating (*savoir comprendre*) this aims to get to know the learners' ability to interpret texts from another culture, to explain them and relate them to the one's own.
- The fourth aspect is skills to discover and interaction (*savoir apprendre/ faire*) this attempts to notice the learners ability to acquire new knowledge of a culture and cultural practices also the ability to operate knowledge, attitudes and skills under the constraints of real time communication and interaction.
- The fifth aspect is the critical cultural awareness (*savoir s'engager*) this seeks to notice the learners' ability to evaluate critically an on the basis of explicit criteria, perspectives, practices and products in one's own and others' cultures.

2.4.2 Description of Students' Questionnaire

Second tool used in this dissertation (see appendix 01). It aims to get what students think of learning Intercultural communicative competence at a particular level. The questionnaire is made up of questions numbered from 1 to 16. These questions are composed of both closed and open-ended questions. The questions were selected according to the objectives, which include multiple choices questions and question that allow information to explain or express themselves. The survey is divided into two sections, the first section covers the personal information including age, gender, university and their specialty. The second section deals with students' perspectives, opinion, motivation, behaviour, and attitudes toward learning Intercultural communicative competence and their affects on their identity inside and outside the classroom.

The first question of section two seeks to know if the learners have backgrounds toward the concept of intercultural communicative competence before learning it in classroom.

Question 2, this question in particular is asked to know if the learners agree to learn intercultural communicative competence at their level or just they are forced to learned it.

Question 3 aims to get to know the information, opinion/agreement on learning intercultural communicative competence in their context.

Question 4 aims to know if intercultural communicative competence classes make them aware of English cultural perspectives.

Question 5 seeks to know the learners understanding of that relation between learning intercultural communicative competence an English culture in particular.

Question 6 has been designed to see how teaching intercultural communicative competence affects their cultural understanding as EFL learners.

Question 7 aims to know their opinion about the efficiency of Byrams' dimentions.

Question 8 is divided into two parts the first seeks to know the effectiveness of intercultural communicative competence on their cultural learning process in classroom.

And the second part is about their identity.

Question 9 aims to highlight their opinion about the syllabus in our university context in teaching intercultural communicative competence.

Question 10 has been asked to know each students' point of view about the objectives of learning intercultural communicative competence in their context.

Question 11 seeks to know their awareness of the impact of intercultural communicative competence on their identity.

Question 12 aims to know their awareness of the impact of intercultural communicative competence on their language learning.

Question 13 seeks to get about their interactions toward the concept of intercultural communicative competence with their teacher.

Question 14 was about choosing the effective frequency adverb to describe their interaction with their classmates during intercultural communicative competence classes.

Question 15 aims to know if learning intercultural communicative competence affect their learning styles as a variety of change.

The very last question of section two, question 16 gives space to students about their suggestions and recommendations toward the investigated process of learners' identity.

2.4.3 Description of Teachers' Questionnaire

The second questionnaire of our investigation (see appendix 2) was handed to five teachers in order to know the intercultural communicative competence teachers' opinion about that topic in particular. The number of informants may see few, but we have chosen them purposefully. These informants despite their number are accustomed with the concept of intercultural communicative competence in their university. Thus, they can easily understand the questions of the survey based on the concept of intercultural communicative competence which provide both teachers' opinions and suggestions.

Another aspect of teachers' questionnaire is that it is mainly grounded on qualitative research which attempts to quantitative the collection data for analyzing and come out with results which many match our hypotheses. Although quantitative research is mostly dominant in our teachers' questionnaire this is in a part. On the other part, the qualitative research is also present in that latter in order to collect teachers' opinions and assumptions

through descriptive data of what they actually think of the affect of intercultural communicative competence on EFL learners' identity.

The questionnaire was made up of thirteen questions, including both open-ended and closed questions. The questions include multiple choices and free spaces to leave the teachers explain or comment.

The questionnaire was divided into two sections. The first section assembles two questions of some personal and professional data. Question one deals with which department and the second question aims to know how many years has the respondent been teaching English (their experience).

As for the second section, it deals with teachers' opinions about the integration of EFL learners' identity while experiencing intercultural communicative competence in classroom. This part contains thirteen questions which gather multiple choices yes/no questions and open-ended questions.

Question 1 investigates the teachers' opinion about intercultural communicative competence.

Question 2 also investigates the teachers' opinion about the development of the learners' interactive process in classroom.

Question 3 is to get to know at which level intercultural communicative competence should be taught accordingly each teacher has his own point of view.

Question 4 attempts to know wither the syllabus demonstrate the learners' interactive process.

Question 5 is a very crucial question get to know wither the teachers face any complexity in teaching intercultural communicative competence.

Question 6 tends to know whether intercultural communicative competence affects the learners' identity unconsciously.

Question 7 has been designed to know the main teachers' strategies use to facilitate the foreign cultural aspects to learners'.

Question 8 aims to get the teachers' opinion about the development of learners' identity inside and outside the classroom.

Question 9 aims to know the teachers' opinion about the learning styles diversity.

Question 10 attempts to know the learners interactive and communicative process in classroom.

Question 11 was designed about the language learning process in classroom.

Question 12 aims to know whether intercultural communicative competence impact the learners' attitudes.

The very last question of section two, question thirteen includes the teachers' point of view toward the role of an intercultural communicative competence teacher as an experienced one.

Conclusion

Through this chapter, one has light on the methodology framework which was meticulously and carefully designed and followed. Thus, it covered a deep inside of the context, participants, and data collection instruments. A deep description of the data collection tools that were used all along the study given. As well as a full description of both the observation and the checklist in particular. Also the description of both students' and teachers' questionnaires in which aims to gather a much possible information about both students' experiment and teachers' experience concerning the impact of intercultural communicative competence on EFL learners' identity. This chapter gave us structured methodological framework based on systematicity and coherence as well as it could pave our very last chapter which will tackle the analysis of both, our checklist and questionnaires, interpretation, limitation and the discussion of our informants responses.

Chapter Three:

Data analysis and Results

3. Introduction

This chapter presents data analysis and interpretations of results, it involves the combination of both qualitative and quantitative methods to respond to the research questions about the impact of intercultural communicative competence on foreign language learners identity at university of Abd El Hamid Ibn Badis. We have divided this chapter into two sections. The first section discusses our checklist observation part of data collection and the second section discusses the teachers' and the students' perceptions towards the concept of intercultural communicative competence in their context. The purpose behind this last chapter is to end up by expanding our perceptions that seeks to validate our hypotheses which are “ In the process of learning, ICC effect appropriately learners' identity. We hypothesis that intercultural competence may affect unconsciously the learners' identity. Concerning the learners' attitudes, they are highly motivate to learn ICC. In this section, we have selected and analyze the main intercultural communicative competence aspects that should be highlighted in our observation. This latter took place in order to notice and experience the EFL learners' motivation, attitudes, openness and saviors.

3.1 Section one

3.1.1 Checklist Analysis

The following table tends to present the analysis of the checklist concerning the learners' motivation, attitudes, cultural openness, and their understanding of the saviors.

Learners' motivation	<p>The aspect of motivation were present as well as the learners have the desire to learn and discover (ICC) as a new variety on their context.</p> <p>The first session was (04-03-1018). They were not numerous around 12 students' motivation could not be seen in a part of some students. The session was concerned with presentation of the Arab VS the Malian culture.</p>
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	<p>The second session was (15-04-2018) the learners' motivation was quite present but the obstacle that we faced, they were not numerous.</p> <p>The third session was (22-04-2018) it was a form of presentation, the session was concerned with a lecture of (ICC) models</p> <p>The last session was (22-04-2018) the learners' deliver presentation. According to what we noticed, the learners' engage more than our first observation session since they were quite numerous.</p>
The learners' attitudes	<p>Attitudes are seen as a foundation aspect of intercultural communication competence. The learners' attitudes could be discussed as a form of their reflections, reactions and interaction toward the concept itself in their presentations. Thus, the learners' attitudes could be also demonstrated in certain intercultural situations. However, according to what we noticed, this latter is seen as an ongoing process with taking into account the learners' interactions. Accordingly, their attitudes towards that aspect in particular were present positively in term of intercultural interactions. Beside the cultural differences that the two cultures are having concerning the first session, the learners accepted what a foreign culture includes according to their own. An efficient example is the Benetts' model (the developmental process), the learners interact effectively in an efficient interactive way in classroom.</p>

	<p>The attractive point in the third session was the implementation of ICC models in an EFL classroom. The aim highlighted in this latter is to what extent the learners will effectively plan a lesson according to the their understanding. To support more the idea, took the aspect of awareness as an initial concept to follow.</p> <p>The last session aims to implement ICC approach by using games. Flexibility was quite present in a way of using kind of games to include ICC simultaneously. Their attitudes differ from one student to another concerning that topic.</p>
Cultural openness	<p>It aims to check out the learners' openness. Accordingly, the aspect was quite present gradually. Relating that to the process of awareness which was developed simultaneously. Through the four ICC observation sessions, we noticed that they adopted the cultural differences and they accepted them in a very opened way.</p>
Savoirs	<p>Concerning the five ICC savoirs, they took a necessary part in their work. Relating that to our observation, one of the students took the example of the integration between an Algerian and Congo girls. However, the five savoirs were implemented in both cultures.</p> <p>The saviors, the difference between the two cultural knowledges; the difference between the skills of interpreting and relating; their attitudes reflecting their personality the savoir etre ;the skills of discovery and</p>

	interaction savoir apprendre; the last is the critical awareness savoir s'engager.
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Table 1: The observation checklist

3.2 Section Two

3.2.1 Data Analysis

After collecting several responses from both students' and teachers' perspectives and views towards the effect of intercultural communicative competence on EFL learners' identity. We begin now to analyze first students' and teachers' perceptions and attitudes towards the effect of intercultural communicative competence. First we have asked students their opinion about their degrees of satisfaction of learning ICC. As well as the teachers' points of view about the concept of teaching ICC.

3.2.1.1 Students Responses

We have asked our students about their backgrounds concerning the concept of intercultural communicative competence before they learned it in class.

	number	percentage
Yes	07	35%
No	13	65%

Table 2: Students backgrounds towards ICC

The table above shows the students' responses in parallel, 13 students (65%) acknowledge that they did not have previous knowledge about the concept of ICC till they learned it in classroom. Nevertheless the second informants 7 students (35%) had backgrounds about that concept.

The following analysis has to do with the efficiency of ICC in their level. So, the next table and graph clarify the results.

	Number	Percentage
Yes	20%	100%
No	\	\

Table 3: The efficiency of learning ICC

As we noticed, 20 informants acknowledged with yes, the students do agree that ICC is efficient in their level.

We will present now the analysis of the importance of ICC in their context from our informants point of view, we have come up with the following results:

	Number	percentage
Yes	19	95%
No	1	5%

Table 4: The importance of ICC

The table presents 95% above specify that 19 respondents reckon that ICC in important on their context and only one student reckon with No.

The following analysis concerned with the aim behind ICC classes if this latter made them aware of the 7 English cultural perspectives. We have come up with the following results.

	Number	Percentage
Yes	20	100%
No	\	\

Table 5: English cultural perspectives

The table demonstrates the awareness of the learners' towards the English cultural perspectives, all the informants responded with yes.

Accordingly, ICC classes make the learners' more aware of the English cultural perspectives.

The fifth analysis is concerned with the learners' percentage of their understanding of the concept of ICC, the next table and the graph clarifies the results.

	Number	Percentage
Poor	0	0
Accepted	7	35%
Good	8	40%
Excellent	5	25%

Table 6: The learners' understanding

The table presents the learners' understanding of the concept of intercultural communicative competence. 7 of the respondents (35%) their understanding of this latter is acceptable. 8 of them (40%) their understanding is good and 5 of them (25%) are familiar with that concept.

The next analysis presents the effect of ICC on the learners' cultural understanding. The next table clarifies more the results:

	Number	percentage
Yes	18	90%
No	2	10%

Table 7: The effect of ICC on the learners' cultural understanding

As the table demonstrates the affect of ICC on the learners' cultural understanding. As it is noticed, 18 informants (90%) agree that learning intercultural communicative competence affect their cultural understanding. As well as two of them (10%) do not.

The following analysis present the learners' opinion about the impact of Byrams' dimensions. As it is demonstrated bellow the table claries more our results:

	Number	percentage
Yes	20	100%
No	\	\

Table 8: The impact of Byrams' dimensions

As the table shows, all the learners' agree that Byrams' dimensions affect their distinct towards the other cultural perspectives. As well as, Byrams' dimensions help the learners to discover, adopt and accept the foreign language cultures.

The next analysis is concerned with the developmental process of culture, as the table demonstrates:

	Number	Percentage
Yes	20	100%
No	\	\

Table 9: The developmental process of culture

Regarding the above results, it is perceived that all the respondents agree that learning intercultural communicative competence affect their cultural learning process.

The second part of our analysis is concerned with the effect of learning intercultural communicative competence on the learners' identity in particular.

The table presents the learners' acknowledges:

	Number	Percentage
Yes	13	65%
No	7	35%

Table10: The impact of ICC on the learners' identity

The table demonstrates that learning ICC influence the learners' identity. From their comments, we have taken some relevant ones, they are as follows:

“ Indeed it affect my identity a lot, I become more aware person about the other cultures”

“ It helped me by providing me with more knowledge about the other cultures”

“ It affect my identity positively, now I’m more aware that my way is not the only way and I have to accept the other cultural differences”

Accordingly, we have notice that learning intercultural communicative competence has a positive effect on learners’ identity. However, they are aware of that developmental process. The learners become more opened towards the other cultures, they share tolerance and accept the various cultural differences.

The following analysis is concerned with the students’ opinion about the ICC syllabus in their university context. The table and the graph clarify our findings:

	Number	Percentage
Yes	14	70%
No	6	30%

Table 11: The learners’ opinion of ICC syllabus

As the table above demonstrates, the learners’ opinion about the ICC syllabus. According our finding, 14 informants (70%) acknowledge that ICC syllabus is helpful concerning their context “language and communication”. Nevertheless, 6 of them (30%) did not find it beneficial.

The next analysis is concerned with the students’ point of view behind including ICC in their context. From their comments, we have taken some relevant answers are as followed:

“ To teach students how to interact in an intercultural situations, to accept, respect and integrate interculturaly “

“ To improve the skills needed while interacting with foreigner”

“ Intercultural communicative competence helps us to develop our cultural awareness and it is important for students in this level”

“ For more cultural awareness, openness, developing our critical thinking and interacting effectively”

“ to avoid being ethnocentric, to raise the awareness of the own and the other cultures in oneself, to become tolerant and to avoid judgements”

Students have unveiled that the aim behind including ICC in their context is to provide them with a clear image of the importance of culture in their level in particular. That latte encouraged them to engage appropriately in a certain intercultural situation as well as abroad. Intercultural communicative competence link oneself with another individuals by raising their awareness concerning the similar cultural aspects and accept the differences.

The next analysis is concerned with the learners’ awareness towards the impact of ICC on their identity. Thus, we have come up with the following results:

	Number	Percentage
Yes	15	75%
No	5	25%

Table 12: Learners’ awareness

The table presents the learners’ awareness towards the impact of ICC on their identity. It specifies that 15 informants (75%) are aware of that progressive process while 5 of them (25%) do not agree.

We will present now the analysis of the impact of ICC on the learners’ language process. Thus, we have come up with the following results:

	Number	Percentage
Yes	19	90%
No	1	10%

Table 13: The impact of ICC on the learners’ language process

The table shows the impact of intercultural communicative competence on the learners’ language process. Reading the above results, it is perceived that the majority of students agree that ICC influence their language process since they are foreign language learners.

The next analysis is concerned with the learners’ interaction with the teacher as the table shows bellow:

	Number	Percentage
Rarely	1	5%
Sometimes	7	35%
Always	12	60%

Tables 14: The learners' interaction

The table presents the learners' interaction with the teacher in classroom. it is specify that 12 informants (60%) used the frequency adverb always to describe their interactions in classroom. thus, 7 of them (35%) used sometimes. Accordingly, we noticed that the majority interact in ICC classes.

The following analysis is concerned with the learners' collaboration in classroom. Thus, we have come up with the following results:

	Number	Percentage
Yes	18	90%
No	2	10%

Table 15: The learners' collaboration

The table above shows the learners' collaboration between them in classroom. As it is noticed, 18 informants (90%) their responses were positive. Accordingly the majority of the learners support the idea of collaboration and group work.

The next analysis is concerned with the students' opinion towards the impact of ICC on their learning style.

	Number	Percentage
Yes	15	75%
No	5	25%

Table 16: The impact of ICC on learning style

The table demonstrates the respondents results, the table illustrates better the results obtained from the results. 15 students (75%) acknowledged that ICC affects their learning

style. In fact, it helps oneself to evolve the process of his own understanding regarding the differences that we are having in the world.

The last analysis is concerned with the students' suggestions and recommendations towards the investigated process of learners' identity. We have taken some relevant ones. They are as follows:

“The concept identity considered as an important in learning intercultural communicative competence. After my experience with it, I get new cultural understandings about culture and how do I have to assess that concept regarding the other cultures”

“According to my personal view, we have to practice more the exchange of cultural perspectives an experience it more because it helps us in different areas of our lives”

“I suggest to include ICC module for all specialities”

“It is preferable to bring some videos or even movies that present different cultures. It may be very helpful to investigate in learners' identity, but the best way is to travel to discover better and experience it more”

1-3-3-Teachers' responses

From the teachers' questionnaire, we have followed the same procedures as students' survey. We analyzed the teachers' responses and percentages of both close and open-ended responses.

Firstly, to get to know the teachers' point of view towards intercultural communicative competence. The table bellow demonstrates the results obtained from the first question

	Number	Percentage
Yes	5	100%
No	\	

Table 17: The teachers' opinion towards ICC

The table shows the teachers' opinion about the concept of intercultural communicative competence. All of them agreed that learning ICC is beneficial for EFL learners'.

We have asked the teachers about their opinion towards the development of the learners' interactive process and their answers are summarized in the following table

	Number	Percentage
Yes	5	10%
No	\	\

Table 18: The teachers' opinion about the learners' interactive process

The table shows the teachers' opinion about the development of learners' interactive process. According our finding, all the teachers' agreed that learning ICC improve the learners' interaction.

The next analysis is concerned with the level which ICC has to be taught and for what reason. Their comments are cited as follows:

“ General concept in licence. Throughout teaching in master”

“ I think ICC should be taught at the level of secondary school , because learners at this stage are aware of their culture and ready to learn others”

“ At licence level, because language works hand to hand with culture and students need to master the linguistic competence but make it practice thanks to culture”

“ From early years, learning a foreign language goes hand to hand with its culture”

“ At the very first beginning , because learning a language requires learning about its culture”

We have deduced that teachers do encourage teaching ICC from early stage, because learning a language goes hand to hand with its culture. Thus, getting more knowledge about the foreign culture in other words, to get to know their differences helps the learners' to improvise and improve its language learning process and sometimes could be a motivational aspect to know more about that foreign language.

The following analysis is concerned with the teachers' point of view concerning the ICC syllabus. Their responses are presented in the table below

	Number	Percentage
Yes	5	100%
No	\	\

Table 19: The teachers' opinion towards the ICC syllabus

Table 19 shows that the majority of teachers agreed that ICC syllabus helps the learners to get enough knowledge about ICC.

The second part of that analysis was concerned with the real aim of teaching ICC. Teachers' comments are as follows:

“ It is to raise the students cultural and intercultural awareness, and to develop successful intercultural speakers”

“ Allowing students to develop a certain openness towards other cultures”

“ It is crucial to teach it to help learners to interact in foreign contexts. For instance if they have to follow their studies abroad they won't have problems in communicating with others”

“ To extent language mastery and to be opened on the world”

“ To improve communicative competence”

The next analysis is concerned with facing complexity in teaching ICC. The results are presented in the following table:

	Number	Percentage
Yes	2	40%
No	3	60%

Table 20: Complexity in teaching ICC

The table shows the teachers' opinion about facing complexities in teaching ICC. According our results, 2 informants (40%) face complex situations while teaching ICC and 3 of them (60%) states that they do not face any issues in teaching ICC.

The following analysis is concerned with the unconscious effect of ICC on EFL learners' identity. The table bellow summarized our findings:

	Number	Percentage
Yes	5	100%
No	\	\

Table 21: The unconscious effect of ICC on learners' identity

The table discloses that all the teachers agreed that learning ICC affects the learners' identity. From that latter, we noticed that ICC impact positively on learners' identity without being aware of that developmental process.

The next analysis is concerned with the strategies used by the teachers to facilitate the transmission of the foreign cultural perspectives to learners. The informants responses are as follows:

“I opt for power point presentations about different cultures. In addition, I have always encouraged discussions in my lectures to enhance the students' knowledge about various cultures”

“ Retelling real life situations and personal stories about cultural differences”

“personalization, which means approaching the target culture through no live culture”

“Teaching the foreign language by using attractive methods such as proverbs, songs and interactive cultural discussion”

We have deduced that ICC teachers used various methods which differ from one teacher to another in classroom. Moreover, the transmission of knowledge needs more flexibility in this framework in particular culture as a very sensitive aspect to teach.

The following analysis is concerned with the developmental process of identity inside and outside the classroom. The table clarifies more our results:

	Number	Percentage
Yes	5	100%
No	\	\

Table 22: The developmental process of learners' identity

As the table shows, all informants agreed that ICC develop the learners' identity inside and outside the classroom. Accordingly, intercultural communicative competence helps learners to create a link between their own and the others identity by comparing between their knowledge, the effective use of skills and their positive attitudes towards the other encounters.

The next analysis is concerned with the learners' awareness of their learners' style diversity. The table bellow clarifies more the results:

	Number	Percentage
Yes	4	80%
No	1	20%

Table 23: The teachers' opinion about the impact of ICC on the learners' learning style

The table presented the teachers' opinion about the impact of ICC on the learners' learning style. Accordingly, we noticed that 4 informants (90%) the majority of the teachers find out that learning ICC effect the learners' learning style.

The second part of this analysis is concerned with how does ICC affects the learners' language learning process. The teachers' comments are cited as follows:

“ICC affects the learners' awareness of their own culture and the target one. It also shows that learning a foreign language is not to imitate native speakers but, rather the students can retain their values and their beliefs”

“It strengthens and deepens their awareness and mastery of the foreign language”

“It allows them to look at the world around them differently. Teaching them to accept and respect others and not judge is a good strategy that reinforces their objectivity and lessons from their subjectivity”

“Teaching ICC is integral to the foreign language learning process since language and culture are closely interrelated. If a learner really needs to be an ICC speaker you have to master that language”

Teachers have unveiled that ICC affects the learners’ foreign language process by making them more aware of the language perceptions. ICC creates a strong link between the language and its culture.

The following analysis is concerned with the impact of ICC on learners’ attitudes. The table below shows more clarification as follows

	Number	Percentage
Yes	5	100%
No	\	\

Table 24: The teachers’ opinion towards the learners’ attitudes

As the table above presents the informants’ responses about the effect of ICC on the learners’ attitudes. All the teachers’ agreed that it affect positively the learners’ attitudes.

The next analysis concerned with the role of an ICC teacher. The teachers’ comments are cites as follows:

“ The role of an ICC teacher is to raise students’ cultural and intercultural awareness. The teachers’ should be selective also with regard to the context and the communication aids that he chooses”

“ Facilitator and mediator. He stands as a link between the learners’ (and thin language and cultural) and the foreign language and foreign culture”

“It is to enlarge students vision of the world, to encourage interactions between students from different contexts and to allow them develop or be more tolerant towards those who are different from us”

“The ICC teacher is a mediator. He bridges between the different cultures and he helps in fostering intelligibility between intercultural speakers. Also he tries to create a platform that facilitates the interaction between cultures”

“The ICC teachers’ role tries to bridge the cultural gap between first on culture and the foreign culture to make sure EFL students learn about the language”

We have deduced that an ICC teacher played a big role as a facilitator and a mediator. He tries to create a bridge between cultures from the cultural common perspectives. Also, he raises the learners’ awareness in order to make them respect and accept the other cultural difference.

1.4 Discussion of the Results

The results show that EFL students are quite interesting in learning ICC. The results suggest that despite their first time to learn about the module, students showed a great interest and engagement towards it; this due to the teacher’s method and expertise in subject matter. They have acknowledged that they are interesting to learn about ICC and are partly involve in their understanding process, particularly when the teacher has allowed them to present, planning lessons, discussing and raise debates.

Furthermore, from the students’ reponses towards their understanding to the new variety ICC, we have deduced that although it was new in their context, learning ICC influence their cultural understanding now, students grasped various cultural inputs. But unfortunately the knowledge acquired is not put into practice. This, the practical side in learning ICC is somewhat neglected.

On the other hand, from the teachers’ comments towards the level which ICC should be taught we acknowledged that ICC has to be programmed in early stage. Students should have a glance about what an ICC is and its importance in language learning process since culture goes hand to hand with its language.

However, during the first ICC lectures, learning and teaching ICC was a quite hard world to do. Therefore, raising students’ motivation and awareness about the importance of the module were paramount in order to successfully achieve the objectives. In addition of being flexible in teaching ICC and following various teaching approaches and methods in order to help the students receive easily the information. According to the teachers’ comment

about the strategies followed to facilitate the transmission of foreign cultural perspectives. We deduced that the use of technology as a tool which link between one's own and the other cultures. The teachers' focus was on the practical side which gave them opportunities to deliver presentation in classroom. This aims to exam the students control on their learning process by presenting various topics related to ICC, to foster their productive skills and to raise their awareness towards that effect of learning ICC on their identity inside and outside the classroom.

Moreover, according to the students' responses about the effect of learning ICC on their identity, the majority of them were aware about that progressive process towards their identity in particular. We acknowledge that the students' views about culture or even other individuals around the world has changed since learning ICC raised the students awareness, openness and their intercultural understanding and attitudes toward foreign culture.

All these key elements make the ICC module quite successful according to both students and teacher. Students would have been successful in acquiring much possible information about ICC. In other terms, the students desire to understand deeply what ICC is, and how to interact affectively with others.

Furthermore, teachers believe that ICC affects the learner's attitudes. According to the students' responses, the majority of them support that idea. Thus, practice can train students and expose them to real situation. However the learners' interactions basically determine their attitudes in certain context. In other words, students control their attitudes to appropriately interact. After all, the teacher plays the role of a facilitator and mediator making the learning process successful.

To highlight the learners' attitudes, from the learners' presentation that were delivered in our observation sessions, we noticed that they become able to manage and interact effectively in a certain intercultural context. All these reasons demonstrate a positive attitude from the majority of students.

After all, the majority of teachers' and students believe that ICC is beneficial in their context in particular for many reasons, since they are master one EFL learners, some students will have the opportunity to carry their studies abroad, for this reason, they must be interculturality opened to the other cultural aspects and perceptions. Moreover, the reason of chatting with foreign individuals becomes very common to every English student.

This latter, helps learners to discover the foreign language used in communication which is considered as a tool of transmission between two foreign cultures.

Furthermore, we have asked the teacher about their opinion concerning the students' interaction in classroom. We have discovered that teachers joined to some extent the students' point of view regarding that concept. The teacher promoted them to deliver presentations. This latter aims to share the learners' understanding of ICC in particular, in order to focus on the practical side of learning ICC and improving their language skills.

To conclude, teachers and students agree that ICC affects EFL learners' identity and it has brought a positive change to the master educational system. However, the negative points appear in the inability to cover all the learners' needs and levels.

Conclusion

Throughout this chapter, we have deduced through our data collection instruments that the students are satisfied with learning ICC as a new variety in their context. Beside the teachers' point of view concerning teaching ICC which they show a great interest in that module in particular.

This dissertation attempted to discuss and analyze any points that fundamentally concern the affect of intercultural communicative competence on EFL learners' identity in higher education. Throughout this work, our investigation achieve the learners' ICC impact positively the learners' attitudes. To stay focus on the topic, we divided the work into three main chapters.

Chapter one started with the historical backgrounds. We have tried to reviewing the exiting literature of culture, goes deeply with the concept of ICC and identity theories and types.

As for the methodology used in this investigation, qualitative and quantitative methods were applied in the questionnaire help with both teachers and students to collect their opinions and attitudes towards the impact of ICC in EFL classroom.

Also one of the most important instruments used in our investigation is the observation which was divided into four sessions. It was given by a checklist to follow the learners' motivation, attitudes, cultural openness and their understanding of the five saviors.

The last chapter covered the data analysis and results. The majority gave a positive feedback and expressed their satisfaction even with few negative points that they have mentioned concerning the level and the needs.

The findings and results could have partly our hypotheses regarding the effectiveness of learning ICC on EFL learners and the supported pontes of the teachers and students interactions in classroom. In fact, they become aware of intercultural diversities. Concerning the learners' attitudes, they are highly motivated to learn ICC as a new variety in their context. Moreover, after investigating, we noticed that their attitudes as an intercultural communicative competence students' has changed towards the concept of culture itself. The concept of maturity was unconsciously developed, the majority of them have got a positive attitudes towards their usage in EFL classes.

Regarding the negative points can be covered with the following recommendations:

- Concerning the level which ICC should be taught, it is claimed that with that much information which the concept of ICC includes, it could not be learned just for two

years. Furthermore, learning a foreign language goes in the same developmental process of its culture from the very first stages.

- Concerning the learners' needs, it is claimed that it still exist a gap concerning their practical side in their context.

For future researchers, we suggest that they can choose a large population such as “ the implementation of ICC in licence level” as well as in the earlier academic levels such as secondary schools. They can work the comparison between two EFL specialties, the one with who learned ICC and one who did not. As well as taking into consideration the learners' results depending on a teachers' interview and an experiment rather than a questionnaire given to both specialties.

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Appendices

A. Teachers' questionnaire

Dear teachers

You are kindly requested to answer the following questions that demonstrate both your teaching Intercultural communicative competence (ICC) experience and how it is regarded in the context of teaching it in particular .I would like to thank you for your time devoted to answer.

Part one

- 1- Department
- 2- How long have you been teaching English?

Part two

1) Do you think teaching ICC is important?

Yes No

2) Do you think teaching ICC develop the learners interactive process?

Yes No

3) According to you, at which level ICC has to be taught? And why?

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4) According to our university context, do you think ICC syllabus helps to demonstrate the learners' interaction toward the foreign culture?

Yes No

- If yes, what is the real aim of teaching ICC?

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5) Do you face complexity in teaching ICC?

Yes No

6) Do you think ICC affect learners' identity without being aware of this process?

Yes No

7) What are the main strategies that you followed to facilitate the transmission of foreign cultural perspectives to learners?

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8) Do you think teaching ICC help learners to develop their Identity inside and outside the classroom?

Yes No

9) Do you think ICC classes make the students aware of their learning style diversity?

Yes No

10) Did the learners interact and communicate with you effectively during ICC classes?

-Rarely 20%
-Sometimes 40%
-Always 80%

11) As an EFL teacher, do you think teaching ICC affect the learners' foreign language process?

Yes No

- And how?

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12) Does learning ICC impact the learners' attitudes?

Yes No

13) According to you, what is the role of an ICC teacher?

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B. Students' Questionnaire

Part one:

1- Academic level

2- University

3- Specialty

4- Age

5- Gender Male Female

Part two:

1- Did you have backgrounds about the term Intercultural communicative competence before learning it in class?

Yes No

2- Do you think learning ICC is beneficial in your level?

Yes No

3- Do you consider ICC important in your context?

Yes No

4- According to ICC classes, did they make you more aware of the English cultural perspectives?

Yes No

5- In the process of learning ICC, your understanding to that concept is

Poor 10%
Accepted 50%
Good 70%
Excellent 90%

6- Did learning ICC affect your cultural understanding?

Yes No

7- Did Byrams' Dimensions help you to distinguish the others cultural perspectives?

Yes No

8- Do you think learning ICC develop your cultural learning process?

Yes No

- If yes, did it affect your Identity in particular? And how?

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9- According to your university context, do you think the ICC syllabus is helpful?

Yes No

10- According to your personal point of view, what is the aim behind including ICC in your context?

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11- ICC affect the learners' identity, are you aware of this investigation?

Yes No

12- When it comes to assessing culture, do you think learning ICC affect your language learning process?

Yes No

13- During the ICC classes, do you interact and communicate effectively with your teacher?

- Rarely 20%
- Sometimes 50%
- Always 80%

14- Do you act effectively with your classmates during ICC sessions?

Yes No

15- Do you think learning ICC affect your learning style?

Yes No

16-According to you, what are your suggestions and recommendations toward the investigated process of learners' identity?

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THANK YOU

