Intercultural Communicative Competence in EFL Algerian Higher Education: The Case Study of Teachers in the Department of English - University of Tiaret

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Dedication

I would like to dedicate this work to:

My father who left us two years ago, May Allah be merciful on his soul

My lovely mother

My lovely brothers

To all the extended Family and Friends

Ms. Berrabah Sehla

Dedication

I would like to dedicate this work

To the most precious person to my heart, my mother for standing by my side and raising me

to become the women I am now

To my partner, Ms. *Berrabah Sehla* for the hard work we put together in this

workTo my beloved teacher, *Dr. Lakhdar Ammani* for being a friendly teacher

To our supervisor *Dr. Moulai Hacene Yacine* for helping me accomplish this

work To my lovely sister *Maha Abiya*

To my ravishing cousins, *Lamia, Lyna and Kholoud*

To my charming aunt *Nawel*

Ms. Madoui Kamilia

Acknowledgments

Abstract

The present study attempts to investigate and analyze intercultural communicative competence in Algerian higher education. Indeed, it examines to which extent Algerian EFL teachers are considered as intercultural speakers. In order to confirm the research hypothesis and answer the research questions we adopted qualitative methodology. Therefore, to conduct this research we have used a questionnaire as a data-gathering tool to Eight English teachers at the department of English university of Tiaret. To this effect, the research adopted the model of intercultural communicative competence to analyze teachers' responses that was developed by Byram (1997). The obtained results seem to be highly significant since it shows that the ultimate goal of this research is to overcome that EFL teachers employed Byram's model of intercultural communicative competence in teaching English as a foreign language. As a result, EFL teachers act as intercultural speakers, use cultural elements, and having knowledge about the English socio-cultural norms and expression, which link between teaching English as a foreign language in relation to the Algerian cultural context.

Keywords: Intercultural communicative competence, culture, byrams' (1997) model, intercultural speaker, EFL teachers.

List of Abbreviations

EFL: **E**nglish as a **F**oreign **L**anguage

ICC: **I**ntercultural **C**ommunicative **C**ompetence

CC: **C**ommunicative **C**ompetence

LMD: **L**icense, **M**aster, and **D**octorate

FL: **F**oreign **L**anguage

L1: **F**irst **L**anguage

TL: **T**arget **L**anguage

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GENERAL INTRODUCTION

Learning any language in the world demands enough exposure to the language; the first factor is to teach an adequate number of words of that language and this due to effective role that EFL teachers play as intercultural speakers in the classroom. It is sure that further to intake of overseas merchandise which includes movies, songs, and books, college novices have additionally extensive alternatives of taking part in cultural range through global teachers, change college students on campus, or through social media, all of which can be channels connected to intercultural sensitivity development, especially in the case of learning Englishas foreign/ second language in the early stages. A lot of studies has shown the importance of EFL teachers as an intercultural speaker for students' achievement, since the EFL learners' advancement based on powerful foundation teachers as an intercultural speaker in teaching methodology and if they make a significant change in the intercultural sensitivity level of language learners in the classroom. Additionally, we believed that culture teaching is not completely achieved if the intercultural competence is not implemented in EFL classrooms. However, both teachers and learners at the Department of English at the University of Tiaret seem to play down this approach.

Our research is a matter that has become the focus of numerous studies and from a variety of angles, all based on an essential term "Intercultural communicative competence in EFL Algerian higher education". In the Algerian context, understandable intercultural in English performs an essential function in facilitating numerous steps. Therefore, "English is used for several fields' functions and is identified as a not unusual place language for conversation among humans of various linguistic and cultural backgrounds" (Seidlhofer, 2005, p.120).

In, Algerian, non-local English language become as soon as discovered with the aid of using the side, French Prior to 2000, French become taught in primary and different degrees, and

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English become taught as the primary overseas language in junior excessive and excessive school.

Therefore, interculturality play a main function among EFL instructors audio system who use English language for ELF functions instead of within side the equal local language. For this reason, Lu, Peih-ying, and Corbett (2012, p.7) declare that, in an intercultural approach, it is miles a primary goal of language getting to know to sell the beneficial improvement of the learner`s entire character and experience of identification in reaction to the enriching enjoy of otherness in language and tradition.

In the equal context Intercultural conversation takes vicinity whilst people encouraged with the aid of using unique cultural communities negotiate shared meanings in interaction. What counts as intercultural conversation relies upon in component on what one considers a tradition, and the definition of tradition itself is pretty contestable, some government restriction the term "intercultural conversation" to refer best to conversation amongst people from unique nationalities. Gudykunst, (2003)

Kroeber, and Kluckhohn, (2007) it is greater realistic and comprehensible whilst as compared with different definitions: intercultural focus is the capacity to empathize and to dissenter. More in particular in a conversation scenario it is miles the capacity to take at the angle of communication accomplice from every other tradition or with every other nationality in their cultural heritage and as a result so that it will apprehend and think about interlocutor`s unique views simultaneously. So, in preferred intercultural is the willingness and capacity to recognize the want for social modifications inside a worldwide context in addition to apprehend the growing connectivity might be visible as a fluent method of improvement upon further efforts to enhance the scenario that we want to be undertaken with intention to make certain greater globalized social network. Intercultural is important with the intention to obtain competence in intercultural relations.

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       Because culture is an essential component of teaching and learning any language in the world, its significance should be highlighted in the case of teaching English as a foreign language, especially for EFL teachers. However, to ensure that the coaching of subculture in overseas language lecture rooms powerful, it is far important to address difference among overseas subculture and the goal one that is called the intercultural language coaching and is critical for inexperienced persons because it makes them mediators among their local subculture and the goal one . (Byram, 1997)

       In the closing decades, numerous researches had been completed to affirm that ESL/EFL accumulate their information via subculture, and the way coaching of subculture is taking region and the way it is far taught, we targeted in particular to view to which quantity subculture allows in growing the intercultural competence among instructors within the coaching and the mastering of EFL to peers. If the intercultural language of instructors as intercultural audio system is considered in the coaching of subculture that is regarded to be a totally powerful approach in the coaching of subculture, At the end of the research, we expect to have a clear and comprehensive view about the importance of intercultural communicative competence in higher education, and EFL teachers as an intercultural speaker in the foreign classrooms. (Byram, 1997)

     Within research studies and language teaching contexts, interculturality between EFL teachers as an intercultural speakers is a very significant strategy to learn, and it is considered to be a very fruitful means in enhancing L1 (first language) and L2/FL (second or foreign language) language proficiency. However, we have noticed that EFL teachers in Tiaret University have a serious problem and they need to use intercultural approach in their programs in which they should motivate their learners to learn effectively. In addition, teachers have dissatisfaction about some elements that are taught. And, they are in a dire wish to link teaching English language with culture in teaching process.

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So a lot of difficulties will be reduced if teachers introduced and taught their learners sufficient the language in relation to culture. In the current study the following question is addressed:

- To what extent Algerian higher education EFL teachers are considered as intercultural speakers?

In order to answer the afford mention research question a set of sub-questions are presented to facilitate the understanding of our problematic and they are as follows:

- Is intercultural awareness essential in the learning process?

- How can teachers deal with intercultural awareness when teaching the target language?

- Do Algerian EFL teachers implement their own Algerian cultural background in teacher English to Algerian students?

On the basic of our research a set of hypotheses are generated:

- EFL teachers at Ibn Khaldoun University of Tiaret are intercultural speakers; the learners will improve their competence and their overall level in learning process.

- EFL Teachers teach a language through its cultural dimension and raising their awareness towards the effectiveness of intercultural, the EFL learners will be able to communicate effectively in various tasks.

- EFL teachers implement their own Algerian cultural background in teacher English to Algerian students.

In order to validate or invalidate the above hypotheses, this research work was divided into three chapters. The first and second chapters are related to the literature review which focuses on the theoretical part of the work. In this respect, the first chapter we shed light on

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some key concepts related to culture and language as we presented a review about intercultural approach. On the other hand, the second chapter describes the notion of intercultural communicative competence and models of intercultural communicative competence, then, it focuses on intercultural competence in EFL classroom and the teachers' role as intercultural speakers in EFL classroom. At last, the third chapter presents the practical part; in this chapter we have treated our research by adopting a qualitative descriptive approach which is appropriate for collecting data. This data will be analyzed based on Bayram's model of intercultural communicative competence.

CHAPTER ONE: FUNDAMENTAL KEY CONCEPTS IN CULTURE

Introduction

In the last decades learning English is linked to learning culture in EFL classroom. Therefore, the majority of world countries adopt it either as a method or a source that enable learners to understand language learning. Teaching English as foreign languages is important, therefore the best means to learn foreign languages is through using multicultural context in teaching FL. Also, learners nowadays are much more active by using culture in relation to language in the foreign classroom. For that culture can be a good teaching technique for foreign language; however, using it among numerous sources for learning interest in the language learning process, that is why culture should be seen from the windows of teaching career. Culture integration is not only obligation of its effect on the target language proficiency of the learners but also to raise their interest and develop a set of attitudes towards others who are different linguistically and culturally.

In this present chapter, we will provide some literature about the definition of culture, language and culture, education and culture, and language teaching and Culture teaching. In addition, the importance of culture and its characteristics of culture the other point should be discussed is types of culture, then the last point will speak about approaches of culture

I.   DEFINITION OF CULTURE

The theory of teaching culture to EFL learners has dominated the field of language teaching and programs during the ninetieth century, the need for communication and using the language appropriately have urged the applied linguists and language teachers to shift of focus from teaching just grammar rules and vocabulary to teaching language function and integrating culture for better communication. According to Byram (1997) points that foreign

language courses should not only teach students the language needed to communicate but also make them encounter another culture and perceive it in its own context. we can conclude from this, that teaching a language without teaching its cultural features is a useless activity, and language user need some social and cultural knowledge about the target language in order to be able to interpret its linguistic forms and to use it in real life context.

Moreover, culture is a vague concept which covers different aspects of human life and that is why it has become an area of interest and study for a wide range of disciplines. First the origin of the word culture is from the Latin noun culture, from the verb caller, which means to cultivate. Generally speaking, culture is usually divided into two major categories culture with capital 'C'; which includes literature and arts and culture with small 'c' and this involves attitudes, values, beliefs, and everyday lifestyles. (Richard and Schmidt, 2002, p.138)

From an anthropological point of view Taylor (1971) defines culture as: "that complex whole which includes knowledge, beliefs, art, morals, law, costume, and any other capabilities, and habits acquired by man as member of society." (p.1) so according to this definition we can sum up that culture is the habit and the abilities that the person acquires from the society which he lives in. Kramsch (1998) perceives culture as: "a common system of standards for perceiving, believing, evaluating, and acting". (Kramsch, p.10), these standards are shared by individuals in a giving society like the family. They learn these standards through their interaction with each other's, and then they will reinforce them through social institution like the school or the workplace. So, these standards become naturalized, so that the person retains them even after living his own community. While Geertz's (1973) definition was stressing the historical transmission of culture across the generation of a given society as a system of shared concepts and meanings encoded in symbols represented in the language used by people as an important means to communicate

with others whereby he defines it as "an historically transmitted pattern of meanings embodied in symbols a system of inherited conceptions expressed in a symbolic form by means of which man communicate perpetuate and develop their knowledge about attitudes towards life." (Geertz, p.89)

Nearly all the definitions cited above stress on the abstract feature of culture such as values, norms…etc, but it involves concrete and visible aspects as well, which are knownas cultural artifacts such as music literature food, and architecture. Krober and Kluckhonn (1963, p.132) claims that:

> Culture consists of patterns explicit and implicit of and for behavior acquired and transmitted by symbols constituting the distinctive achievement of human groups. Including their embodiments in artifacts; the essential core of culture consists of traditional i.e. historically derived and selected ideas and especially their attached values; culture systems may, on the one hand be considered as products of action on the other hand as conditioning elements of further action.

II. CULTURE AND EDUCATION

When we want to develop learners' abilities in education, overall, in the target language through strategies of cultural framework, it should be focused particularly on linking education with culture, there for the culture as being the approach less taken in the language class because we can consider culture as the fifth skills or as the key skill in learning the target language. Gaining knowledge of desires, beneficial setting cultural elements are amongst those who have an effect on the outcomes. English language gaining knowledge of is not a smooth mission especially whilst the gaining knowledge of surroundings is not

conducive and learning of any language cannot take region without a conducive coaching-gaining knowledge of culture.

Culture consists of the very lifestyle wherein the gaining knowledge of is to take region. Furthermore, studies guide the belief that overseas education coaching may be boosted via way of means of the incorporation of the overseas lifestyle within the goal language schoolroom. In addition, the nearby lifestyle is likewise important within the goal language schoolroom is pretty of a brand-new origin, and pedagogues have commenced investigating into the process.

Culture is an inseparable a part of language gaining knowledge of, and gaining knowledge of language is a social phenomenon. It has been defended that the goal college students cannot be talented within the goal language except they understand approximately cultural perspectives. The person inexperienced persons` perceptions of the incorporation in their L1 in overseas language lecture rooms; it is far absolutely related to the near relation among education and lifestyle. Education gaining knowledge of includes some of specific dimensions, together with grammatical competence, communicative competence, language talent, and cultural know-how (Thanasoulas, 2001, p. 63).

Teaching second language is not in reality approximately giving speeches approximately syntactic systems or gaining knowledge of new vocabulary, however ought to contain cultural elements. Cultural sports and targets ought to be cautiously prepared and integrated into second language lesson plans to enhance the coaching context content. There are numerous techniques to encompass cultural objects within education courses in the classroom are defined by Ming-Mu Kuo and Cheng-Chieh Lai (p. 6-7-8) as the following techniques:

1. Provide Culturally Learning Materials:

The use of suitable substances can assist college students have interaction in actual cultural experiences. These substances can encompass films, information broadcasts, TV

shows, Web sites, magazines, newspapers, menus, and different published matters. Teachers can adapt their use of cultural substances to match the age and language talent degree of the college students.

Beginning language college students can watch and pay attention to videos taken from a display the goal language and recognition on such cultural conventions as greetings. The trainer would possibly deliver college students with an in-depth translation or supply them a chart, diagram, or define to finish at the same time as they pay attention to a talk or watch a video. Using suitable audio-visual sources can support college students` need of the goal lifestyle and beautify their second language gaining knowledge.

2. Using Common Proverbs:

As transferred tool a dialogue of not unusual place proverbs within the side of language aims can assist college students to recognize how the proverbs are specific from or just like proverbs of their mom tongues. This also can assist them to recognize how variations would possibly underscore the historic and cultural heritage of a country (Ciccarelli, 1996). Using proverbs as a transferred device to discover specific cultures can manual college students to research the similarities and dissimilarities of cultures in literary textual content, it is also an excellent technique for college students to discover the values, which are frequently, represented in the textual content of each the goal lifestyle and their personal attitudes.

3. Apply the Role Play as Socio cultural Approach

Role-play is likewise a beneficial educational approach in a socio-cultural technique. A socio-cultural technique is the maximum beneficial technique presently implemented in second language instructions (Wertsch, 1991). The predominant goal of a socio-cultural technique is to put together inexperienced persons for intercultural communication and talk among cultures. According to Savignon (1997), socio-cultural techniques may be visible as one of the maximum green approaches for inexperienced persons to reap socio-cultural competence

inside second language communicative competence.

Tomalin and Stempleski (1993), in addition, indicated that position play sports can examine cultural conduct and styles of communication, college students can dramatize an incident that came about to them and prompted cross-cultural misunderstanding. In this way, it is going to allow them to broaden communicative techniques to triumph over comparable issues in actual second language communication.

4. Encourage Students Search and Present via the Culture Capsules:

The use of lifestyle tablets is one of the best–installed and best–recognized strategies for coaching lifestyle (Jerrilou, 1979). The idea of cultural tablets turned into evolved via way of means of Taylor and Sorenson in 1961. It is a short description of a few factors of the goal language lifestyle along contrasting statistics from the college students` local language cultures. Through the exercise of Cultural games, college students can examine and comparison the customs and traditions of different cultures with their personal.

5. View Students as Cultural Resources:

Currently, in second language, lecture classrooms are extra culturally and ethnically various than they have got ever been. Teachers can make use of the sources this provides. Teachers can invite change college students, immigrant college students, or worldwide college students into the school room as professional reasserts to provide factors in their personal cultures. In this gaining knowledge of activity, college students now no longer simplest research the variety of cultures. However, they also have possibilities to prepare and make join among their local lifestyle and goal language lifestyle via those presentations.

6. Use Computer Technology to Help Student Gain Cultural Information Educators

Suggest that the contemporary computer generation has many blessings for second language and cultural gaining knowledge of. A computer and its connected language gaining knowledge of packages can offer second language inexperienced persons with extra

independence within side the lecture rooms and permit inexperienced persons the choice of running on their gaining knowledge of substances at any time of the day. Second language college students normally come from specific nations and feature specific cultural backgrounds. It is hard to create a massive range of various gaining knowledge of environments because of the constrained area in an ordinary school room. The use of computer generation can offer multicultural interactivities without college students having to the schoolroom. It is straightforward to apply computer systems to create diverse digital areas so one can meet every learner`s desires. It offers diverse cultural gaining knowledge of possibilities for college students to pursue their cultural know how and exercise their studying and vocabulary skills.

III. LANGUAGE AND CULTURE

Regardless of various factors of view, way of life has taken a vital region in overseas language coaching and getting to know studies. It has been broadly identified that way of life and language is used as a primary medium via which way of life is expressed. However, "natural statistics" is beneficial and does no longer lead novices` insight; while the improvement of people`s cultural cognizance leads them to greater important thinking. Most often faced those scholars to an excellent amplify realize the regulations of language, however aren't continually capable of use the language appropriately because it calls for considering the fact that they are now no longer informed sufficient approximately the goal way of life.

According to the scholar Wardhaugh (2002, p.2) affirms that "know-how of policies and principles and of the methods of announcing and doing matters with sounds, words, and sentences."In the same path, Sapir (1979, p.207) speaks about language claims that "Language does now no longer exist apart from tradition; this is from the socially inherited assemblage of practices and beliefs that determines the feel of our lives."

CHAPTER ONE: FUNDAMENTAL KEY CONCEPTS IN CULTURE

From the two points of view, it is clear that language and culture cannot stand apart due to the fact it is miles not possible to apprehend the factors of language without referring to culture thus, the ability to speak approximately the connection among language and culture especially in language coaching context it might be most advantageous to outline what culture is. Therefore, the reason of this newsletter has been to provide crucial knowledge for the distant places language teachers and beginners that allow you to install a fantastic connection with the intention language and its manner of existence.

Nowadays multicultural world, language want to expand now no longer handiest their linguistic competence however additionally their intercultural communicative competence to conquer each linguistic and cultural boundaries that they will come upon in interplay with learners' beings from different cultures mainly in learning new language.

In looking to expand freshmen` usual communicative competence from the goal language via the language competencies, we ought to consciousness specially at the intercultural competence as being the method much less taken to the language elegance due to the fact that we are able to do not forget intercultural attention because as the important thing ability in studying the aims language. To support this point Hinkle (1991, p.1) claims that "cultures can be given many definitions because it incorporates many fields inclusive of: anthropology, ethnography, literature, cultural studies…etc".

It is clear that language can be understood and considered from specific views in keeping with the context of culture, this latter belonging to a given institution and which is transmitted from one technology to any other with the aid of using the way of movement and of direction with the aid of using language.

To conclude when we speak about language in relation to culture, they appear to speak about food, lifestyle, traditions, artwork, and handiest, so the two elements complete each other. Moreover, Language is the carrier of culture and vocabulary is the basic ingredient of

language. The cultural difference will inevitably exhibit on the vocabulary, and the explanation of vocabulary will also reflect the national or cultural difference.

In addition, the ability of speaking the foreign language is not a matter only concerned with pronunciation or intonation. People need to read a lot to understand the cultural background knowledge of the target language; only in this way they can communicate successfully with the others. So, in the training of oral English, teachers should emphasize the practical use of the language, and try to use the materials which come from the daily life. This can help people use proper sentences in proper context. Otherwise, even if one may have been well trained in the linguistic aspect of the language, he may make mistakes or have misunderstanding for the sake of lacking related cultural background knowledge.

IV. LANGUAGE TEACHING AND CULTURE TEACHING

Language teaching and cultural teaching are areas of study that attracted numerous debates; the theory of teaching culture to EFL learners has dominated the field of language teaching and programs during the ninetieth century. the need for communication and using the language appropriately have urged the applied linguists and language teachers to shift of focus from teaching just grammar rules and vocabulary to teaching language function and integrating culture for better communication .and for that the present section deals with the concept of culture in the foreign language classes. According Risager (2006) claims that: "language teaching and culture teaching can in no manner be set aside when you consider that language is the verbal expression of culture teaching". (p 85)

In the same context Byram (1998) claims that language teaching is the device audio system use to specific their knowledge, values and their manner of wondering as properly because the not unusual place studies the social institution shares. Thus, language gaining knowledge of is undeniably now no longer achieved without culture.

Language teaching outdoor their speech network with foreigners they invent a form of

intimacy and cohesion as they percentage elements that different cultures do now no longer possess.

Kramsch (2006, p.11) affirms "culture teaching has continually been an indispensable element of language coaching." From what previous researchers have found that it is crystal clear that teaching culture plays a vital role in the learning language. Students need to have some factors which facilitate the process of learning.

In this respect, Harmer (2001, p.20) states that "a variety of factors can create a desire to learn". Therefore, the job a teacher is to teach culture in teaching language in attractive ways that help learners to increase the desire and achieve it". In EFL classrooms, we had routinely taught culture. The varieties of address, greetings, formulas, and different utterances located within the dialogues or fashions our college students pay attention and the allusions to elements of tradition located within the studying constitute cultural knowledge. Gestures, frame movements, and distances maintained through audio system must foster cultural insights. Students` highbrow interest is aroused and happy after they analyze that there exists some other mode of expression to speak approximately feelings, wants, and wishes and after they examine the language of the overseas country.

For intensity of cultural information, it is miles important to look how such styles characteristic in terms of every different and to comprehend their region in the cultural device. If language rookies are to speak at a private degree with people from different cultural backgrounds, they may want now no longer best to recognize the cultural affects at paintings in the conduct of others, however, additionally to apprehend the profound impact styles in their very own tradition exert over their thoughts, their activities, and their varieties of linguistic expression.

The coaching of the goal tradition has to serve the improvement of cross-cultural communication. The fulfillment of this aim is feasible with the training of a prepared stock

that might encompass each linguistic and further linguistic elements of the goal tradition. This manner the language may want to construct bridges from one cognitive device to some other (Seelye, 1968).

The culture of learners refers to all elements of shared lifestyles in a community. A language is found out and used with a context, drawing from the tradition exceptional meanings and capabilities which have to be assimilated through language rookies if they are to manipulate the language as local audio systems manage it. If language is defined as a style of human behavior and tradition as "patterned behavior", its miles glaring that language is a critical constituent of tradition. As noted earlier, every tradition has a completely unique sample and the behavior of an individual, linguistic or otherwise, manifested thru this is additionally unique. Foreign language will imply, therefore, converting the learner`s behavior and injecting a brand-new manner of lifestyles and new values of lifestyles into his already settled behavior sample (Lado, 1963, p.110).

Teacher`s project is to make college students privy to cultural differences, now no longer by skip cost judgments on those differences. Students gaining knowledge of an overseas language should assimilate many new categorizations and codifications if they are to recognize and talk the language as its local audio system do. This does now no longer imply that the local language of the scholars could not have set up such differences for them. All languages that have been carefully studied appear to own the potentiality for expressing all forms of thoughts and making all forms of differences (Rivers, 1982). Learners must be uncovered to those differences as much as feasible with inside the overseas language coaching classrooms. In addition, Miliani, (2003, p.46) argues that:

> One should not forget that if we are to establish
>
> relationships with culture, it is through teaching language.
>
> Unfortunately, this skill has been and is still given rough

handling by the educational system, society at large and

the learner himself.

From the quotation above it is clear that, in the educational system culture is associated with teaching language, thus it is very important to teach a foreign language via its cultural aspects.

Another point concerning the importance of culture in FL teaching Alderson (2000, p.65) affirm that culture uses formal devices like deviation in order to unfamiliar language, thus developing special effects, the thing which would lead learners to reflect and process literary text differently.

So, there may be a near courting among the language and way of culture. This courting of language and way of life is extensively recognized, communicative behavior and cultural structures are interrelated, as there may be relation among the shape and content material of a language and the beliefs, values, and wishes gift of the way of life of its speakers. It is likewise acknowledged that the students, who are in want of growing cultural focus and cultural sensitiveness, are typically folks who are least disposed in the direction of those goals.

V.   THE IMPORTANCE OF CULTURE

Language as means of communication makes it possible for individuals to interact with each other in a society. Conversation or communication between people does not take place in a vacuum, but at a particular time and place. Their behavior is indicated by that particular situation Corder (1993, p.36) states, " All our behavior has a conventional element in it because it is learned in society and for that very reason , the form it takes will be specific to the social group in which it is learned.'' This means that communication behavior is essentially a matter of convention. The thing that makes communication specific to a given culture and what proves effective is one culture may

be ineffective in another (De Vito, 2006, p. 40). Hall (2002) expresses a similar view in claiming that language is used to indicate the individual identities, their interpersonal relationship and membership in their social groups and communities. She goes further to argue that people who speak the same language tend to share the same language conventions and any violation of these conventions would result in communication breakdowns. Seelye (1997, p. 23) shares both opinions, in fact he says, "The way people speak indicates their sex , age , social class , and place of residence , and often conveys information concerning their religion, occupation, and interest" . In other words, since any linguistic communication occurs in context, it must be appropriate to the context in which it is used. According to DeVito (2006) culture influences communication of all types, It influences what to say and how to talk with friends and family in everyday conversations. And those cultural differences exist across communication from the way of using eye contact to the way to develop or dissolve a relationship.

VI. CHARACTERISTICS OF CULTURE

Culture is very significant factor in EFL classroom thus it has many characteristics, it has a fixed of traits which may be beneficial in information and investigating this concept. According to Samovar et al (2009, p.26) summarized the characteristics of cultures as following:

- Culture is discovered, lifestyle is shared, lifestyle is transmitted from era to era, lifestyle is primarily based totally on symbols, lifestyle is dynamic, and lifestyle is an included system.

- Culture first is human unique; it is far limited handiest to mankind.

- Culture additionally is not innate or acquirable however it is far as an alternative discovered from the surroundings one lives in.

- Culture is shared; which makes it the thing that a collection of human beings identifies to as it is far what distinguishes it from the others it is not limited to an individual however belongs to the entire network.

It is clear that culture includes behavior to a given speech network like greeting, the way human beings eat, specific believes of the world. In addition to that the following table explains some important characteristics that culture includes.

Table1.1: Characteristics of Culture

Characteristics	Explanation
Culture is discovered and is taught.	Cultural information is transmitted from one era to another. A man or woman is not born with cultural principles however alternatively learns them thru socialization.
Culture is shared.	The sharing of not unusual place practices offers a set with a part of its
Culture is social in nature.	Culture develops in and is communicated through businesses of people.
Culture is dynamic, adaptive, and ever-changing.	Adaptation lets in cultural businesses to modify to satisfy environmental changes. Cultural alternate takes place slowly and in reaction to the desires of the group. This dynamic and adaptable nature lets in culture to survive.

Note: As cited in Daniels (2004, p. 92)

VII.   TYPES OF CULTURE

We all recognize that knowledge a language entails now no longer simplest know-how of grammar, phonology and lexis however additionally a sure capabilities and traits of the subculture. To talk across the world necessarily entails speaking intercultural as well, which probable leads us to stumble upon elements of cultural types. According to Risager (1998, p. 243-252) talk's approximately four types of culture which can be stated to be appropriate for the coaching of subculture as following:

1. The Foreign Cultural Type

Is primarily based at the idea of the unmarried subculture related to a particular human and a particular language, it specializes in goal nations wherein the language is spoken and does now no longer address the beginners` very own us of a, nor with relation among the two. This technique was dominant till the 1980`s and is criticized these days due to the dearth of evaluation among cultures. (Risager, 1998, p. 247)

2. The Intercultural Type

Is primarily based at the idea of evaluation, the intercultural technique offers with each the goal subculture and beginners` one. The goal is to expand an intercultural and communicative competence, a competence that permits the learner to characterize as a mediator among the two cultures. Since 1980`s, language coaching has emerged as more and more stimulated via way of means of the intercultural perspective. (Risager, 1998, p.247).

3. The Multicultural Type

Is based at the concept that numerous sub-cultures may also coexist with the equal society, it specializes in the cultural and linguistic range of the goal use of countries in additionto beginners` very own, and the relation among them .The goal right here is also to expand intercultural communicative competence, however at a partially unique level; it is miles a competence permitting beginners to apply the goal language as a lingua franca, speakers with individuals who belong to the society wherein the goal language is spoken e-g France, however belong to some other subculture, e.g., Moroccan subculture, and who may also communicate some other language as their first language, e.g., Moroccan Arabic. (Risager, 1998, p. 247). This technique is more and more gaining population.

4. The Trans Cultural Type

The perspectives that subculture within the contemporary-day global are interwoven via way of means of distinctive feature of globalization. It is likewise pondered via way of

means of the reality that many humans communicate overseas languages as lingua franca (i.e., utilized in conditions wherein not one of the audio systems has the language in query as his or her first language). (Risager, 1998, p.247).

It essential goal is to educate beginners to apply it for worldwide communication. In addition to the above referred to types of culture, many different unique types exist, which cognizance on unique components of a specific subculture and goal at growing the beginners` numerous skills. The subsequent coming technique's locations emphasis on the need of imparting the beginners with the important know-how that permits them to expand knowledge of different unique cultures, in addition to evaluating among them.

VIII. APPROACHES OF CULTURE

Culture teaching contains many approaches and ideas which many processes had been settled and which are labeled with the aid of learning language. There are three main approaches of culture teaching are following mentioned in Durant (1988, p. 303-304)

1. Mono-Cultural Approach

It offers handiest at the local way of life that is regarded as a idea on its personal, as with the aid of using the 1970`s the coaching of way of life turned included as an important part of language pedagogy in different phrases it offers with the distinct elements of handiest one way of life without giving a path to contrast among the goal way of life and the local way of life.

2. Comparative Approach

A technique places ahead with the aid of using because it call implies, in this approach the contrast among the goal way of life and local way of life takes the largest part. Thus, the inexperienced persons` personal way of life is as compared to the goal way of life which permits them to make the difference. Cultural variations can be a part of the FL. those are the principal elements given emphasis which are taken and positioned to inexperienced persons`

Personal way of life so that it will be as compared, and the coaching of way of life witnessedthe improvement of different processes.

3. Multi-Cultural Approach

It is characterized with the aid of using the lifestyles many cultures of the equal society, the verbal exchange amongst peoples sharing distinct cultural elements, and to conform the way of life in faculties that contain contrast among distinct that includes contrast among distinct cultures with the local one so that it will keep away from racism and stereotypes Byram and Fleming (1998).

Conclusion

To conclude this present chapter, culture is necessary element to be integrated in teaching English as a foreign language for students and teachers, therefore they need to make distinction between the foreign culture and the target one by adopting an effective approach which is the intercultural language teaching and giving it much importance in addition to that, cultural teaching has won the region it merits in language teaching lecture in the classroom because of its richness. For this reason, it is important to discover the maximum suitable method that could assist FL inexperienced persons apprehend and recognize subculture in getting to know language.

CHAPTER TWO: INTERCULTURAL COMMUNICATIVE COMPETENCE

Introduction

Effective communication is related to the well understanding of the linguistic and socio-cultural aspect of the language and its appropriate use in the classroom context. Generally, the appropriate use of language in an interactive context represents the communicative capabilities of the speaker or the user of the foreign language. This ability is known as the communicative competence. Thus, EFL teachers as intercultural speakers' should have the ability to use language correctly and appropriately in socio- cultural context where several conditions are realized.

In this present chapter, we will deal with key concepts and terminology, in addition intercultural competence and intercultural approach, and then, we will discuss theoretical perspectives towards intercultural communicative competence. The other point shed the light on models of intercultural competence, also intercultural competence in foreign language classroom and in the Algerian context the last point speaks about the teachers' role as intercultural speakers in EFL classroom followed by a conclusion.

I.   KEY CONCEPTS AND TERMINOLOGY:

1-Intercultural Communicative Competence

According to Chick (1996, p.332) the reason for intercultural miscommunication is sociolinguistic transfer. Sociolinguist transfer is the use of one's rules of speaking when using a second or FL language. For example, complements differ across countries and cultures the frequency of complimenting may lead to miscommunication. For this Hofstede (2002,p.66) summarized the major barriers of intercultural understanding in five elements. Therefore, there are many definition of intercultural competence since many terms are interchangeably

used to have the same meaning like: multiculturalism, cross-cultural adaptation, cross-cultural awareness and global citizenship (Deardorff, 2009, p.65). So, Intercultural competence is important in improving the sensitivity and in being self-conscious and presenting his values in an appropriate way intercultural competence is to a language extent the ability to cope with one's own cultural background and interaction with others" (Beneke, 2000, p.108 -109) quoted in (Lazar, 2001, p.19) . First In foreign language teaching /learning intercultural competence has been described as:

"The ability of a person to behave adequately in a flexible manner when confronted

with actions attitudes and expectations of representatives of foreign cultures" (Meyer

1991cited in Cortazzi and Jin, 1999 ,p.198)

"The ability to enter other cultures and communicate effectively and appropriately, establish and maintain relationships ,and carry out tasks with   people   of   these Cultures" (Moran 2001:5 quoted in Lazar, 2003,p.41) .

Intercultural communicative competence as a concept closely related to the individual's career and the teaching /learning process where it is generally described as the degree of acceptance of others' cultures. One of the early definitions of ICC was elaborated byHammer et al (1978:206 in Deadorff 2004,p.41) who defines it as : "the ability to manage psychological stress ,the ability to communicate effectively, and the ability to establish interpersonal relationships." In this definition Harmer et al claims that the individual's ability to control the psychological circumstances in different cultural context which he/ she is not addicted to it, and succeed in making conversation and interacting with others .

2-Intercultural Speaker

Intercultural speakers, according to Byram (1997), refer to communication between people of different nationalities. Intercultural speakers are defined as those who have

knowledge of one or, preferably multiple cultures and social identities, in addition it is the ability to discover and connect with new people from other culture. They use them in contexts that are not directly prepared. Moreover, intercultural speakers intermediary interpret the values, beliefs and behaviors of themselves and others, build intercultural bridges between language and culture, and communicate across cultural boundaries. We have the necessary skills to be able to take and interact. (Byram, 1997) It is clear that intercultural speaker design and framework is the ability of EFL learners or EFL teachers to interpret and mediate between speakers of different languages and cultures. In other words, teachers and learners can become intercultural speakers and develop their own culture and the culture of the target language.

Intercultural speaker is the development of awareness and understanding of one's own and other cultures, intercultural speaker occurs when people no longer assume that their culture's way of looking at things is the best way or the only way, and when people therefore begin to evaluate other perspectives (Yassine, 2006). We adopt the definition proposed by Korzilius and plank (2007, p.22) because it is more practical and understandable when compared with other definitions:

> "Intercultural speakers is the ability to empathize and to
>
> dissenter. More specifically in a communication situation it is
>
> the ability to take on the perspective of conversation partner
>
> from another culture or with another nationality and of their
>
> cultural background and thus to be able to understand and
>
> take into consideration interlocutor's different perspectives
>
> simultaneously."

3- Cultural Awareness

Cultural awareness is a new concept in foreign language teaching field as its name suggests comprises two elements culture and awareness. This concept has some involvement with some cognitive and behavioral changes. Which helps us to check one's ability to analyze, compare and hypotheses signifies his awareness. this cognitive change refers to the understanding of one's own culture beliefs and behaviors as well as those of the target language culture and manifest them i.e. showing respect to that culture and making a successful conversation with native where one's behavior is expected and accepted for other cultural group as Byram (1991) claimed in his model of teaching culture: ' cultural awareness concerned with non-linguistic dimensions of culture and more focused on the question of change from mono-cultural to intercultural competence'.(Byram, 1991, p.24) .

Moreover, cultural awareness focuses much more on the learners' attitudes towards the target culture and its people, or as what is referred to many scholars as:' cultural sensitivity'. Tomolin and Stempleski (1993, p.5) defined it as 'The sensitivity to the impact of culturally induced behavior on language use and communication'. Thus, the term refers to learner's knowledge about other cultures in one hand, and in the other hand to develop their empathy, acceptance appreciation, of the FL culture and their own also to learn who they can deal with cultural differences so that they can move from the ethnocentrism to ethno-relativisms well (Bennett, 2004) .To sum up, cultural awareness is a term brought from cognitive psychology and become an important concept in the field of FLT as an outcome to use the target language appropriately in different communicative contexts with no conflicts and misunderstanding between people from different social group.

4- Culture Clash

Culture Clash is a challenge that arises from the interaction of students with different cultures and values. "Cultural clash is the potentially devastating impact of integrating two

organizations with different cultures is often functioning as a major cause of failures in acquisition. In addition, Cultural clash is an important aspect of corporate strategy. But its importance doesn't end here. Furthermore, Culture Clash is also plagued by alliances and long-term market relationships, with the performance benefits of the organizational culture itself, and thus its competitive advantage. It offers a unique perspective on the cultural potential of creating. (Steen, Van den E, 2009, p.2)

5- Culture Shock

According to Medical Definition, culture shock is a noun sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation. In addition, it has been asserted previously that in the different types of unfamiliar situations individuals become subjects of stress if one is enable to manage, thus, it decrease his stress in other words does not know how to adapt to new and unfamiliar situation. This stress may develop into "strong feelings of discomfort fear or insecurity which a person may have when they enter another culture." (Richards and Schmidt, 2002, p.193), these feelings are generally known as culture shock. Culture shock is "the traumatic experience that an individual may encounter when entering a different culture" (Rogers and Steadfast, 1999, p.112) .Hofstede defines culture shock as "The process of initial adjustment to an unfamiliar culture" (Hofstede, p.22)

Hofstede insists on the fact that though culture shock is linked to new cultural setting (as its name indicates) culture shock may be also used to refer to other situations like being in a new school, town, organization, or family. Culture shock is too probable in pedagogical settings mainly of foreign language learning: as the learners get into a contact with a different language and thus with a different cultural norms and values. Alvin Toffler (1970) described culture shock as, what happens when one finds oneself in a place where yes may mean no, fixed prices negotiable, where to be kept waiting in an outer office is no cause for insult,

where laughter may signify anger". (cited in Rogers and Steifatt, 1999, p.112) .The expression culture shock was coined by an anthropologist; Cora Dubois, in 1951 claims that, it was first used by social psychologists to describe individuals' adjustment to new cultural settings, and got much fame with the rise of intercultural communication .it is worth noting that culture shock is a profoundly personal experience and is not the same for two persons or for the same person during two different occasions (Hofstede, 2002)

II.   INTERCULTURAL COMPETENCE AND INTERCULTURAL APPROACH

1. Intercultural Competence

In EFL classrooms, the majority of language students can produce, construct, and pronounce a number of correct words and sentences in a foreign language. But, when it comes to producing long speeches or holding everyday conversations with their teachers or other speakers of the target language, they feel blocked and unable to do so. Linguists describe this impediment as the lack of intercultural communicative competence. Therefore, it is a lack of socio- cultural knowledge about the foreign society which affects as well the appropriate use of language in social context. Intercultural competence is the essence of communicative language teaching. It deals not only with the linguistic competence, but it also involves using language as a mean of social communication. According to Harmer (200, p.84)

> "Intercultural competence perceives language as a functional
>
> means of attaining a certain aim and succeeding in
>
> interpersonal communication. The goals of teachers and
>
> learners have changed from learning and teaching basic
>
> grammatical structures, sentence patterns, and remembering
>
> of lengthy lists of vocabularies into teaching language as
>
> communication".

So, teachers present the intercultural communicative aspects of language to enable their

students to communicate effectively in different interactional contexts.

2. Intercultural Approach

The need for communication in English language among foreigners, especially those who are in contact with English Speakers, has affected positively language teaching approaches in the last century .Consequently, several linguists have developed other approaches other than grammar translated method, audio-lingual method, and other structural language approaches they have changed their scope into language functions. Therefore, they have developed functional approaches based on the idea of communication which has emerged as a concept belonging to language teaching in the late 20th century .The great influence of communication has changed different language teaching and learning approaches. In an intercultural approach, it is a central objective of language learning to promote the favorable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture. According to Kramsch (1993) points out that there are various approaches that focus on language teaching in relation to linguistic features which associated with discourse and culture have been insufficiently explored. In addition, language learners are not simply faced with the mental challenges of enhancing communicative competence or linguistic knowledge.

The following figure explains the main principles which intercultural approach follow:

Figure 2.1: Underlying Principles Informing an Intercultural Approach
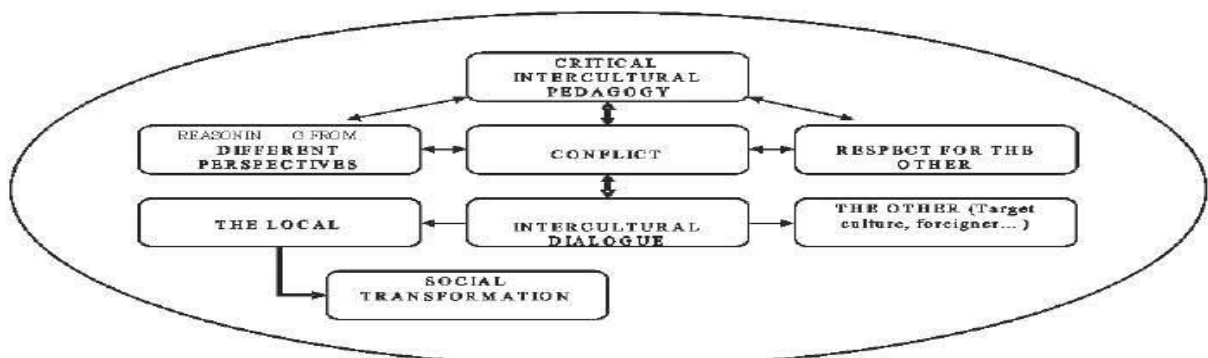
Note: Reprinted from Agudelo&Jader (2007, p.194)

Academically, numerous publications on intercultural abilities seem to predict the implementation of an intercultural approach, at least in theory. The intercultural approach recognizes the importance of both communication and intercultural competence for useful and correct communication. Therefore, the socio-cultural aspect of language is also emphasized in the intercultural approach. The focus is no longer just on what is being said, but on how something is being said. Knowing the world's reaction, analysis, interpretation and other skills, and how to act is considered an important factor in the success of intercultural communication.

III. THEORETICAL PERSPECTIVES TOWARDS INTERCULTURAL COMMUNICATIVE COMPETENCE

1. Models of Intercultural Competence (Bennett, Kramsh, Byram)

Intercultural Communicative competence is a term which defines by many researchers and scholar's. Moreover, the term of intercultural communicative competence has also an important influence in the field of SLA, since it has been the basis for the teaching approach known as communicative language teaching. It is for this reason that different scholars are attempted to define specific components that make up the construct of intercultural competence. In that sense, the most representative models analyzing the components integrated in the framework of intercultural competence belongs to the field of SLA.

1.1-Bennett's Developmental Model of Intercultural Sensitivity

One of the classic models of intercultural competencies is Bennett's Developmental Model of intercultural Sensitivity (DMIS), developed in 1986/1993. Bennett observed students, trainers and educators and discovered that "as individuals become more capable intercultural communicators, they face cultural differences in a predictable way." (Bennett,

1993) based on hands-on experience, Bennett outlines six steps that show how cultural differences can be experienced. Bennett distinguishes between denial, defense, minimization, acceptance, adaptation and integration. Bennett's model had a major impact on study abroad courses and culture shock theory. However, it was not designed for foreign language education and has been criticized for failing to explain the role that language plays in the development of cultural sensitivities. It is still applicable to language education to some extent.

The scholar Bennett's model emphasizes that the development of intercultural competencies takes time. Therefore, it provides a long-term perspective on understanding intercultural competencies and helps in curriculum design. This model shows that the development of intercultural competencies is a continuous process with some stages. Finally, it is necessary to determine which stage level and teacher reach from the lesson is designed. This knowledge may be effective for this knowledge and challenge for the development of different intercultural competence abilities.

1.2-Kramsch's Concept of the Third Space Model

Kramsch model did not focus directly on intercultural competence, rather than Kramsch's work on culture and language impact intercultural approach. In her two major publications, Language Lesson Context and Culture (1993) and Language and Culture (1998), Kramsch develops a metaphor about what happens when learners master intercultural competencies. Kramsch focuses on learner identities saying that, "Measuring success in a foreign language with native abilities is not justified, so learners are asked to copy and paste language and culture. It should not be. " (Kramsch, 1993). Also, Kramsch considers her thoughts that , "native speakers, languages and national cultures to be errors"(Kramsch, 1993) Kramsch gives the variety of subcultures that affect the language and culture of speakers in the target country; it is not possible to define a native speaker. In addition, Kramsch

commented on the growing role of multicultural identity and linguistic diversity in our society in criticizing the native speaker model. Kramsch develops the concept that she is asking for the third place. Instead of taking over the target culture, she explains and she explains when she appears. (Kramsch, 1993)

Kramsch affects the target language and culture that has been acquired by the language and culture of their home country. Therefore, personal learning traditions affect learning other languages and culture. Students do not adopt new identities when learning a new language. Instead of arranging the boundaries between native and target cultures, a third culture develops. This is an identity that gives students access to the language, knowledge, and behavior of the cultures that make up their identity. Kramsch calls this person an intercultural speaker. This is a speaker who "can choose the form of accuracy and appropriateness required in a particular social usage situation". (Kramsch, 1993)

Kramsch's concept of third space gives teachers the opportunity to understand intercultural competencies from the student's perspective and find themselves in difficult situations when students learn about another culture. They must make a decision on whether and how to integrate the new culture into their identity. As Kramsch admits, it is not an easy task; the conflict between the familiar meaning of the native culture and the unexpected meaning of the target culture suddenly raises questions, challenges and problems of trivial meaning. Learners must build their personal meaning at the boundary between the meaning of native speakers and their own daily life. Language teachers need understanding and patience. The very important meaning of the Kramsh concept arises from the role of the learner's home culture and language. The student's existing knowledge, skills and attitudes will be used for new experiences. For the language classroom, Kramsch offers a concept that is based on the multicultural world students in and tries to prepare them for this world and therefore reacts to the outlook and climate. (Kramsch, 1993)

1.3- Byram's Model of Intercultural Communicative Competence

The best-known model of intercultural competence is provided by Byram (1997). This is the model on which most definitions of intercultural competence are based nowadays. Byram clearly states that "This model is intended to help language teachers understand the concept of intercultural competencies" (Byram (1997). This model is CEF and domestic. It also had a great impact on the definition of intercultural competences; Byram's model English standards and curriculum are based on Hymes and Van Ek's model of communication ability. It begins with a thorough analysis of the factors that influence intercultural communication: attitudes, knowledge and skills. According to Byram, the attitude of is curiosity and openness, He starts off with a thorough analysis of the factors that impact intercultural communication, namely attitudes, knowledge and skills. The willingness to nullify the meaning, beliefs, distrusts and judgment of others, it is necessary for successful intercultural communication. (Byram, 1997) Another important factor that individuals bring to intercultural communication is knowledge. Byram classified this knowledge into two categories. The first category is described as "knowledge about a social group and its culture in its own country, and similar knowledge about the country of interlocutors."In addition, the second category considers procedural knowledge and is summarized as "knowledge about the interaction process at the individual and social level". (Byram, 1997)

The knowledge focuses on the linguistic and cultural behavior of participants in intercultural communication, also, Byram mentions two skills that depend on the knowledge and attitude of the participants and thus impact the essential role of intercultural communication. First, there are interpretive and relational skills understood as "the ability to interpret, explain, and associate cross-cultural documents and events with one's own documents" (Byram, 1997, p.49).The second set of skills, discovery and interaction, is "the ability to acquire new knowledge about culture and cultural practices, and the ability to use

knowledge, attitudes, and skills within the constraints of real-time communication and interaction." (1997, p.50) Both skills require the active involvement of participants in intercultural communication. Based on these factors, intercultural competence includes emotional or affective domains (attitudes), cognitive domains (knowledge), and competency or skills domains. In the model, Byram also combines intercultural and communication skills, so a model of intercultural communication skills in language education is needed.

Figure 2.2: Byram's Model of Intercultural Communicative Competence
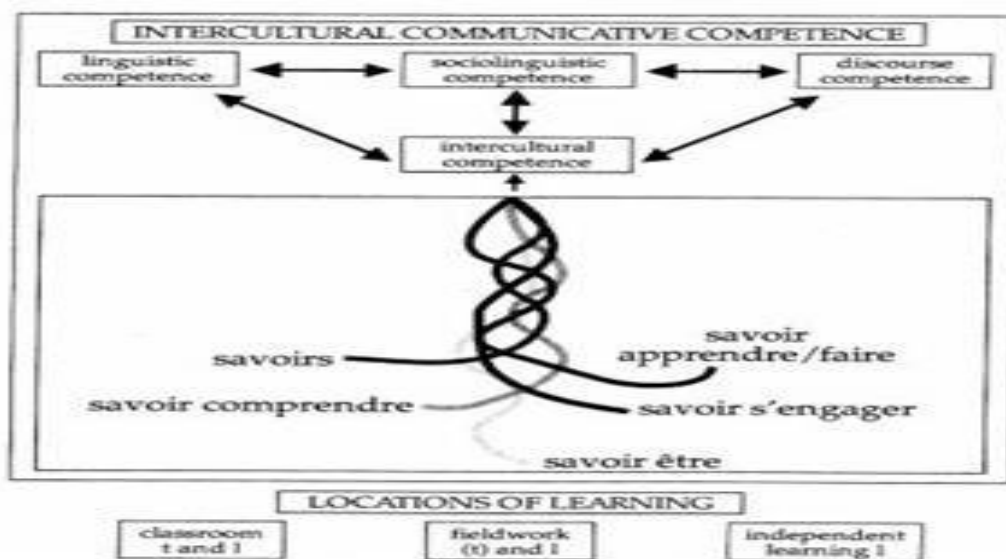
Note: Reprinted from Byram's (1997, p.51)

From the figure above, the model shows that Byram explains intercultural competence as an interaction of language ability, sociolinguistic ability, discourse ability and intercultural ability. In summary, Byram's design model includes of five separate but interdependent components such as attitude, knowledge, interpretation and relationship skills, discovery and interaction skills, which together lead to important cultural awareness. Important cultural awareness allows students to speak their minds and promotes personal growth that prepares them to become universal native. (Byram, 2008)

IV.   INTERCULTURAL COMPETENCE IN FOREIGN LANGUAGE CLASSROOM

We all need to learn how to communicate all over again, just like when we were children in accordance with the society we belong to or the place we visit we learn and acquire language and behavior as well. Intercultural communication is defined as situated communication between individuals or groups of different linguistic and cultural origins. This requires learning language as well as learning behavioral norms for good communication. However, this will be a bit different since we are adults learning how to communicate in someone else's culture, not our own. (Rogers & Steinfatt, 1999, p.165)

Intercultural means that this communicative relationship is between people of different cultures, where culture is the structured manifestation of human behavior in social life within specific national and local contexts, e.g. political, linguistic, economic, institutional, and professional. "Intercultural communication the verbal and nonverbal interaction between people from different cultural backgrounds, basically, 'inter' is a prefix that means 'between' and cultural means... Well, from a culture, so intercultural communication is the communication between cultures. Sometimes, this is used to describe a single person trying to interact in a foreign environment but more often, it is a two-way street, where people from both cultures are trying to improve their communication. (Rogers & Steinfatt, 1999, p.167) Now, if you want to learn about intercultural communication, it is important to understand what this is. But it is also important to understand what is not. Intercultural communication is targeted at allowing for positive and productive interaction. You are not joining this culture, you are not becoming a member of another society, and you are not abandoning your own culture. That would be assimilation and that is not what we are after. Interculturalcommunication is also not simply language proficiency. Yes, communication requires the ability to understand language, but just think about how much of you communicating with

even your own friends is nonverbal: our body language our attitudes, the rituals from hand-shaking to the stink eye. So, intercultural communication is going to take a lot more than just leaning a language and the acquisition of skills and human attributes likely to enhance intercultural communication is viewed exclusively as a component of language programs, i.e. as an accompaniment to the practical acquisition of language itself.

V. INTEGRATION OF CULTURE IN THE ALGERIAN CONTEXT

1. Analytical Perspective Related to the Algerian Cultural Context

The best means in learning English as a foreign language is through using culture in teaching FL as an important technique for developing learning a foreign language today has changed from the past year. Also learners nowadays are much more active by using cultural context in learning English as a foreign language. For that culture can be a good teaching technique for foreign language; however, using it among numerous sources for learning interest. So as Byram (1997) points that "Foreign language courses should not only teach students the language needed to communicate but also make them encounter another culture and perceive it in its own context." The primary purpose of integrating culture in teaching is to aid of the learners and teachers to become linguistically competent and facilitate the assignment of interacting with the interlocutors.

We can conclude from this, that teaching English language in Algeria without teaching its cultural features is a useless activity, and language user need some social and cultural knowledge about the target language in order to be able to interpret it in linguistic forms and to use it in real life context. Moreover, culture is a vague concept which covers different aspects of human life and that is why it has become an area of interest and study for a wide range of disciplines. First the origin of the word culture is from the Latin noun culture, from the verb caller, which means to cultivate. Generally speaking culture is usually divided into two major categories culture with capital 'C'; which includes literature and arts and culture with small 'c

' and this involves attitudes, values, beliefs, and everyday lifestyles.(Richard and Schmidt, 2002, p.138) . Algeria using the local subculture in order help students to achieve better according to Hayam (1989, p. 286-287) "Algeria become a number of the first to undertake the CLT method that has added the cultural styles to be trained in FL, that had been especially located in textbooks, it become now no longer that glaring for to instructors to make a super stability among the transmission of the cultural styles and linguistic one". Moreover, teaching culture in Algerian context in the EFL classroom became a familiar technique in foreign language courses that lead students to be more active in their learning process.

VI. THE TEACHERS' ROLE AS INTERCULTURAL SPEAKERS IN EFL CLASSROOM

Teachers have a significant roles to achieve students learning process through using culture as a conditions for learning successfully, all those tasks related to teachers responsibility .Thus teachers need to play a numbers of different roles during lecture to help students in learning process mentioned by Harmer. (2001, p. 60-62) such as:

Prompter: When students get lost the teachers should become a prompter so the role of teachers is to encourage the learners to think creatively, and motivate them to work effectively and engaging in any presented activity .by increasing their capacities to involve with the others.

Controller: Teachers as a controller is to take the responsibility of their students and classroom in teaching and learning process. Harmer (2001) suggests that teachers are responsible here to transmit knowledge to the learners. So, teachers are most responsible in giving decision about all the things that happen inside the classroom.

Organizer: In this case teachers have to guide learners about all the point that they are going to do in order to answer easily the activities. According to Harmer (2001) the teachers acts in the classroom where may things must be set up such as organizing pair- group work, in giving

learners instruction about how will they interact and finally stopping everything when the time is over "For example, teaches group students and give them an activity to work on and then guide their steps and show them how they will work in order to have desired success and involves students in the activity.

Assessor: This role is so important; teachers have to evaluate their students' progression through testing them and giving correction or praising them. (Harmer, 2001, p.60) ' students need to know how and what they are being assessed' From these explanation we notice that students have to know how they are being assessed, by telling them their strengths and weaknesses in order to have an idea about their level of progression and how will they work .

Participant: In any part of lesson teacher should participate in discussions, in this case teachers have to introduce new information to help students' involvement and create an effective atmosphere for discussion. Thus, students will express their opinion in the subject.

Resource: Teachers in this role should answer student's questions. for example in any activity students may not understand how to work, or answer , so teachers help them and play the role of source to answers all questions ,avoiding ambiguity and reduce problems that students my face when working on the activity.

Observer: Teachers use observation to evaluate the progress of the learners in the classroom learning process, and know their feedback. Harmer (2001) teachers do not observe students feedback, they also watch in order to judge the success of the different materials and activities that they take in the lesson. Another path, Spart (2005, p.145) see that when teachers make an observation method , they do not focus only on observing the students progression but they also the focus on observing the validity of the equipment that have been used in supporting the course.

In the same context (Bayram, 1997, p.47) claims that, the teacher should perform the following roles:

-Filter: Teachers present the language in suit ways, to meet learner's level,

needs, andinterest.

-A Culture Guide: teachers should provide their classrooms as well as, learners

with allinformation of culture that is available in authentic materials.

-An Objective Chairperson: In many cases, the use of authentic material involves

somediscussion in some topics; here the teacher should be leader listener.

Moreover, the language teaching is related to the cultural factors as well, due

to the fact it isfar greater going than informing one another, the social institution

they belong to are a part of the assemblage. In language learning the teachers

play a vital role to make the learner an intercultural speaker this might in large

part assist to address the behavior the distinctive audio system with distinctive

cultures executes, and for this reason being capable of keep away from

stereotypes. Generally, teachers have to be intercultural speakers that meet the

needs of their learners, and motivate them for learning better.

Conclusion

Intercultural communicative competence, as the ability of the speaker to produce

correct meaningful sentences which are appropriately used in social interactive

context, has enabled teachers to use different aspects of language in their classes

.Therefore, several linguists have given an important position to the study of the

communicative abilities and competence of foreign language learner which will

enable him use and interact with the language appropriately in the native context,

and make him to act approximately like a' native- like' when communicating

with the target language. Also, we have discussed the communicative approach

shifts teachers' and learners' attention to the reality of language learning; from

learning the grammatical competence to learning the communicative

competence. In addition, we highlight intercultural communicative competence models especially Byram's Model of Intercultural Communicative Competence (1997) as an important one.

Introduction

This chapter is designed to analyze the results obtained about intercultural communicative competence in EFL Algerian higher education. Our aim from conducting this study is to test the validity of our hypothesis. Since teachers are the main variable of this study. Their views and opinions are very significant to test the stated hypothesis and answer the research questions. For that, we have opted to work with EFL teachers in the department of English at Ibn Khaldoun University of Tiaret.

I.   RESEARCH METHODOLOGY

In fact, the type of the research methodology that will be used in this study is descriptive method. Therefore, for the present study, we will adopt an approach which we think is the most appropriate regarding the nature of this issue. Hence, we will administer a questionnaire for EFL teachers to know their attitudes about the topic under investigation.

II.   DATA COLLECTION TOOLS

It is necessary to select an effective method and tools in order to present our study investigation, which includes information about the descriptive of the subjects involved in the study. It will also include information about the instruments used to collect data. There will be a discussion of the data collection that we choose it to collect the data analysis procedures will be given (questionnaire) data collection.

In order to obtain the required data of our research, we choose the description method, a questionnaire was devoted to the sample or participant of these study which are eight (8) teachers in the department of English at Ibn Khaldoun University of Tiaret have been chosen to provide us with information concerning their attitude and views toward the topic under investigation. The use of questionnaire can help the researcher in various ways and it has

many advantages for choose it as a data collecting tool.

In addition, the teachers' questionnaire consists of 12 questions which are arranged in a logical way. They involve tow type of questions "Closed-ended questions" and "open-ended questions". The questionnaire is divided into two sections the first section general information which is about teachers experience in teaching English and section two includes teachers' attitudes toward intercultural speakers. Also, the questionnaire was administrated to eight (08) teachers who teach English, they were in different places such as teachers' room, EFL classrooms, in the faculty and others we send them the questionnaires in their G-mail, all the teachers were very cooperative in that some of them handed back the answered copies in three days and others they full the questionnaire directly.

Due to that, this questionnaire as a data gathering tool will be described and analyzed in details in this chapter.

The present study aims should apply mixed method technique which is necessary for using qualitative and quantitative techniques because, the topic of the research needs on collecting information using each quantitative and qualitative statistics along with questionnaires which is a new strategy based on mixing quantitative and qualitative statistics inside unmarried research.

III.   DATA ANALYSIS

This section includes data analysis from the teachers' questionnaire, which is divided into two sections. The first section contains general information, while the second focuses on teachers' attitudes toward intercultural speakers. The analysis focuses on summarizing the overall data collected to answer the research question. It included quantitative data presented in the form of tables in the order they appear.

Section One: General information

Q1- How many years have you been teaching English?

Table 3.1: the experience of teaching English

Option	Number	Percentage
1-3	0	0%
3-5	0	0%
5-7	2	25%
More than 7	6	75%
Total	8	100%

Most of the teachers (75%), affirm that they teach 'English' 'more than 7 years, while the rest of the teachers (25%) claim that they teach English from 5-7 years, we suggest that all the teachers are experienced in teaching English as a foreign language.

Section Two: Teachers Attitudes towards intercultural speakers

Q2. Do you use language appropriately in its cultural context?

Table 3.2: Teachers' use of language in its cultural context

Option	Number	Percentage
Yes	6	75%
No	2	25%
Total	8	100%

 According to this table we can say that the majority of EFL teachers (75%) say that they use language appropriately in its cultural context, however, only (25%) for teachers who claim that they do not use language appropriately in its cultural context.

Q3. Do you implement cultural elements in your way of teaching?

Table 3.3: The use of cultural elements in teaching

Option	Number	Percentage
Yes	4	50%
No	4	50%
Total	8	100%

According to this table we can say that half the EFL teachers (50%) say yes, and the other half (50%) say no.

From the teachers' explanations, they claim that teaching technique for foreign language is important to link it with culture, using it among numerous sources for learning interest in the language learning process that is why culture should be seen from the windows of teaching career. Culture integration is not only obligation of its effect on the target language proficiency of the learners but also to raise their interest and develop a set of attitudes towards others who are different linguistically and culturally. Also , the teachers gives different examples such as culture , idioms , foreign policy , ideologies election , and another teacher claims that , simply for the reason that some linguistics elements can be better understood in its cultural context, And Across cultural mind set. Also, they affirm that they teach literature and literature is embedded with culture.

Q4. According to you, which role(s) do foreign language teachers need to have in the classroom?

All the EFL teachers claim that the teachers' role is varying according to the students needs; also the teachers do not focus only on observing the student's progression but they also focus on observing the validity of the equipment that have been used in supporting

the course. In addition, the teachers' role should act as a planner who prepare and think through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class. And informer who gives the learners detailed information about the language or about an activity, also, Manager, who organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly) for behavior. As an important role, the teacher should apply cultural aspects in his /her teaching method and provide the learners with the main elements and concepts of culture such as traditions, beliefs, customs, lifestyle of others culture. All in, teachers affirm that they play different roles such as imitator of culture, mediator, facilitator, motivator, guiding their students in learning language appropriately, and prompter.

Q5. In your opinion, how could building intercultural bridges between language and culture be important in teaching foreign language?

The entire questioned teachers claim that teaching any language in the world demands a wide exposure; it should be associated with culture, because both of them are set aside when you consider that language is the verbal expression of culture teaching. In addition, gaining knowledge of English language is undeniably cannot be achieved without culture. For that, as a EFL teachers, it should build a strong intercultural bridge between language and culture through linking theory with practice, while learning theories, books it helps to connect the dots and enhancing across cultural mind set can make foreign learner input contextualize discourse in an appropriate way in order to help learners observe cultural differences and appreciate their own culture.

Q6. To what extent intercultural competence is important for being communicatively competent?

More than half (62%) of the questioned teachers have the same opinion that intercultural competence is important for being communicatively competent; However, (38%) of teacher claims that it is very important but no one said it is not important. The table below illustrates the idea:

Table 3.4: The Teachers' Opinion About the Importance of Intercultural Competence

Option	Number	Percentage
Important	5	62%
Very important	3	38%
Not important	0	0%
Total	8	100%

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Q7. Do you face difficulties when explaining delicate subjects such as sexuality, masturbation, homosexuality…?

According to the table below, we can say that the majority of EFL teachers (87%) say that they face difficulties when explaining delicate subjects such as sexuality, masturbation, homosexuality. While (13%) said no.

Table3.5: Teachers' Difficulties When Explaining Delicate Subjects

Option	Number	Percentage
Yes	7	87%
No	1	13%
Total	8	100%

Q8. How would you respond if one of your students asks questions about those subjects?

The majority of teachers (6) claim that they will try to provide a kind of scientific evidence for this, since many of students do not know that such things has studied scientifically. In addition, one teacher claims normally, and one teacher refused to answer and the last questioned teacher said they do not ask because they do not admit.

Q9. Do you use Algerian cultural examples to illustrate an idea?

Table3.6: Teachers' use of Algerian culture

Option	Number	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

According to this table we can say that all the questioned teachers (100%) say that they use Algerian cultural examples to illustrate an idea.

If yes, provide example: Linguistic sexism, on a religious background, when someone teachers language variation he can give examples.

Q10. According to you to what extent using intercultural approach is necessary as a teaching method?

All the teachers are strongly agreed with the fact that using intercultural approach is useful and necessary to a certain extents. In addition, it is very significant since many experience are purely linked to this, the same is also true for Arabic. To sum up, intercultural approach is lignifies difficulties and appreciating authenticity, so, it is important to be implemented to raise students' cultural awareness.

Q11. Do you act as a culture representer to provide the classrooms as well as, learners

With all information of culture that is available?

Table 3.7: Teachers as a cultural representer

Option	Number	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

All the questioned teachers (100%) say that they act as a culture representer to provide the classrooms as well as, learners with all information of culture that is available.

Q12. What are the most quality that an EFL teacher should have in order to be considered as an intercultural speaker?

All the teachers give several answers they are summarized as following, to have his/her own identity first, we should be aware at least of the cultural difference between the learners first language (mother language) and second language to formalize his/her with such dissimilarities so that avoid misunderstanding with the second language native speakers. Also, cultural filter, across cultural mind set and being aware of his own culture and of others very well.

IV.   DISCUSSION OF FINDINGS

The results obtained from teachers' questionnaire are important to reach the aims and the objective of this study, answers the research questions and test the validity of the hypothesis towards the EFL teachers as an intercultural speaker. After analyzing teachers' questionnaire, using Bayram's model the obtained results from the questionnaire after a small comparison between this models and teachers answers, it is shown that according to the teachers' experiences intercultural approach is very important for educators to learn the FL.

In addition, teachers affirm that intercultural elements such as idioms, foreign policy, ideologies election, linguistics elements can be better understood in its cultural context, across cultural mind set, and teaching which is strongly associated with culture. As a result, teachers are more familiar with using Byram's intercultural communicative competence and the main factors which influence intercultural communication such as attitudes, knowledge and skills. Also, teachers play virtual role in learning process thus they play various roles that suits the learners needs, level and style mentioned as following imitator of culture, mediator, facilitator, motivator, guiding their students in learning language appropriately, prompter, controller, planer, friendly and tutor.

Further, through Byram's intercultural competence which includes interaction of language ability, sociolinguistic ability, discourse ability and intercultural ability, in addition this model includes of five separate but interdependent components such as attitude, knowledge, interpretation and relationship skills, discovery and interaction skills, which together lead to important cultural awareness. The finding displayed that the teachers' answers are similar to Byram's model of intercultural communicative competence. Consequently, EFL teachers are intercultural speakers, and the results proof this, however some teachers did not answer the part of give examples or explain. To sum up, the analysis of the teachers' questionnaire and results help us to answer the research questions and hypothesis of the present study which investigates to what extent EFL teachers are considred as intercultural speakers.

Through the results we analyzed that EFL teachers at Ibn Khaldoun University of Tiaret are considered as intercultural speakers, because they claim that they use language in its cultural context and they act as a culture representer to provide the classrooms as well as, learners with all information of culture that is available.

The data displayed that, EFL teachers affirm that intercultural approach is important to be implemented to raise students' cultural awareness.

From the Qualitative and quantitative evidences data obtained from questionnaires, the EFL teachers at Ibn Khaldoun University of Tiaret are intercultural speakers, thus they are aware of the cultural difference between the learners first language (mother language) and second language to formalize his/her with such dissimilarities so that avoid misunderstanding with the second language native speakers. Also, cultural filter, across cultural mind set and being aware of his own culture and of others very well in order to help the learners to improve their competence and their overall level in learning process.

V. SUGGESTIONS AND RECOMMENDATIONS

To end this present study that turns around on EFL teachers as intercultural speakers. We state some suggestions and recommendation that will be helpful and practical for both EFL students and teachers in general.

- Intercultural approach is very important in teaching and learning a foreign language.

- Communicative competence entails the mastery of the grammatical aspect and the cultural one because there are forms in language which cannot be isolated from its cultural context in which they should be learnt. Knowing just grammar, syntax and structure is not enough; they must be related to other appropriateness rules based on the cultural aspect of language.

- By assuming that communicative language teaching insists on the necessity of integrating cultural insights, teachers should use tools and materials to introduce the FL culture and engage learners in real authentic use of language such as authentic materials, pictures, books, stories etc.

    In addition to the integration of culture to improve learners' communicative competence, communicative and pre-communicative activities that include socio-cultural

insights make students develop their communicative competence as well as their linguistic realization. Moreover, teachers should know that the more communicative activities they address to students, the better their intercultural speakers become.

-Students should not feel hesitant when they use intercultural awareness in tasks. They have to understand that the value of using intercultural awareness will motivate them so they will ask for additional intercultural tasks.

-Students have to be aware in using intercultural awareness that will make them fit their learning hindrances.

Conclusion

From the analysis of the teachers' questionnaire, all in all, teacher show a high awareness about the value of using intercultural approach that help them to facilitate learning. Thus through the questionnaire the interpretation of the result, we conclude that the teacher are intercultural speakers to help the students to learn the new language positively and they pay more attention to the lesson, Therefore, culture play an important role in EFL classroom settings and intercultural awareness has a great effect in improving EFL learners communicative competence.

GENERAL CONCLUSION

Our research is based on EFL teachers as intercultural speakers. Our purposes from this modest work are to reveal the importance of using intercultural awareness to LMD students need in order to develop their communication in the oral sessions, then to investigate if EFL teachers at the Algerian university act as a culture representer to provide the classrooms as well as, learners with all information of culture that are available. To answer our questions, we aim at combining the two methods descriptive and analytical one. Therefore, in order to confirm our hypothesis, we submit questionnaires to EFL teachers in the department of English at university of Tiaret for the academic year 2021/2022.

Basing in our research on investigating the hypothesis that was presented in the introduction, we divide it into two main parts theoretical and practical part. The first part is divided into two chapters. In chapter one, we begin with definition of culture as an important factor in our study, and their elements. In chapter two, we deal with an overview about the intercultural communicative competence within the theorists' opinions and definitions that it concerns. Moreover on that, the second part of this research is a field work. In this part, we analyze the data gathering from questionnaires that are devoted for the teachers in the department of English at university of Tiaret. Based on the obtained results from the administered questionnaire, we can improve our hypothesis that the reliance that EFL teachers act as intercultural speakers at the university and use cultural awareness to creates a well progressed and fluent EFL learners' communicative competence.

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Teachers' Questionnaire

Dear teachers,

This questionnaire is an attempt to collect information for the accomplishment of a Master"s dissertation about "Intercultural Communicative Competence in EFL Algerian Higher Education". Therefore, you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time and cooperation

Section one: Personal Information

Q1- How many years have you been teaching English?

a.1-3 years □   b.3-5 years □   c. 5-7 years □   d. more than 7 years □

Section Two: Teachers Attitudes towards intercultural speakers

Q2. Do you use language appropriately in its cultural context?

a. Yes   □   b. No□

Q3. Do you implement cultural elements in your way of teaching?

 a. Yes □ b. No □

If yes, explain more: …………………………………………………………….

      ……………………………………………………………………………

Q4. According to you, which role(s) do foreign language teachers need to have in the

classroom?

…………………………………………………………………………………………..

…………………………………………………………………………………………..

………………………………………………………………………………………………

Q5. In your opinion, how could building intercultural bridges between language and culture be important in teaching foreign language?

…………………………………………………………………………………………..

…………………………………………………………………………………………...

Q6. To what extent intercultural competence is important for being communicatively competent?

 a. Important □   b. Very important □ c. Not important □

Q7.Do you face difficulties when explaining delicate subjects such as sexuality, masturbation, homosexuality…?

 a. Yes   □   b. No □

Q8. How would you respond if one of your students asks questions about those subjects?

....

....

Q9. Do you use Algerian cultural examples to illustrate an idea?

        a. Yes □   b. No □

-If yes, provide example: ....

Q10.According to you to what extent using intercultural approach is necessary as a teaching method?

....

....

....

Q11. Do you act as a culture represented to provide the classrooms as well as,

learners withall information of culture that is available?

        a. Yes   □   b. No □

If yes, provide example: ………………………………………………………….

Q12. What are the most quality that an EFL teacher should have in order to be

considered asan intercultural speaker?

....

....

....

Résumé

La présente étude tente d'enquêter et d'analyser la compétence communicative interculturelle dans l'enseignement supérieur algérien. En effet, il examine dans quelle mesure les enseignants EFL algériens sont considérés comme des locuteurs interculturels. Afin de confirmer l'hypothèse de recherche et de répondre aux questions de recherche, nous avons adopté une méthodologie qualitative. Par conséquent, pour mener cette recherche, nous avons utilisé un questionnaire comme outil de collecte de données auprès de huit professeurs d'anglais du département de l'université d'anglais de Tiaret. À cet effet, la recherche a adopté le modèle de compétence communicative interculturelle pour analyser les réponses des enseignants qui a été développé par Byram (1997). Les résultats obtenus semblent être très significatifs car ils montrent que le but ultime de cette recherche est de surmonter le fait que les enseignants EFL utilisaient le modèle de compétence communicative interculturelle de Byram dans l'enseignement de l'anglais comme langue étrangère. En conséquence, les enseignants EFL agissent en tant que locuteurs interculturels, utilisent des éléments culturels et possèdent des connaissances sur les normes et l'expression socioculturelles anglaises, qui font le lien entre l'enseignement de l'anglais comme langue étrangère en relation avec le context culturel algérien.

Mots clés:*Compétence communicative interculturelle, culture, modèle de Byrams (1997), intervenant interculturel, enseignants EFL.*

ملخص العربية

تحـــاول الدراســـة الحاليـــة تقصـــي وتحليـــل الكفـــاءة التواصـــلية بـــين الثقافـــات فـــي التعلـــيم العـــالي الجزائـــري كمـــا يفحـــص بالفعـــل مـــا إذا كـــان مدرســـو اللغـــة الإنجليزيـــة كلغـــة أجنبيـــة جزائـــريين يتحـــدثون ثقافـــات أم لا. لتأكيـــد فرضـــية البحـــث والإجابـــة علـــى أســـئلة البحـــث اعتمـــدنا علـــى المـــنهج الوصـــفي ، الاســـتبانة هـــي أداة جمـــع البيانـــات لهـــذا البحـــث ، ودراســـة الحالـــة هـــي مدرســـو قســـم اللغـــة الإنجليزيـــة بجامعـــة تيـــارت. ولهـــذه الغايـــة ، اعتمـــد البحـــث نمـــوذج الكفـــاءة التواصـــلية بـــين الثقافـــات لتحليـــل اســـتجابات المعلمـــين التـــي طورهـــا بيـــرم (1997). تـــم العثـــور علـــى النتـــائج التـــي تـــم الحصـــول عليهـــا لتكـــون ذات أهميـــة كبيـــرة حيـــث أكـــدت نتـــائج تحليـــل اســـتبيان المعلمـــين أنـــه تـــم التغلـــب علـــى الهـــدف النهـــائي لهـــذا البحـــث وهـــو أن معلمـــي اللغـــة الإنجليزيـــة كلغـــة أجنبيـــة وظفـــوا نمـــوذج بيـــرام لكفـــاءة التواصـــل بـــين الثقافـــات فـــي تـــدريس اللغـــة الإنجليزيـــة كلغـــة أجنبيـــة. نتيجـــة لـــذلك ، يعمـــل مدرســـو اللغـــة الإنجليزيـــة كلغـــة أجنبيـــة كمتحـــدثين متعـــددي الثقافـــات ، ويســـتخدمون العناصـــر الثقافيـــة ، ولـــديهم معرفـــة بـالمعـــايير الاجتماعيـــة والثقافيـــة الإنجليزيـــة والتعبيـــر الـــذي يـــربط بـــين لغـــات التـــدريس فيمـــا يتعلـــق بالســـياق الثقافي.

الكلمـــات الرئيســـية: الثقافـــة ، نمـــوذج بيـــرم ، المتحـــدثون بـــين الثقافـــات ، مدرســـو اللغـــة الإنجليزيـــة كلغـــة أجنبيـــة ، كفاءة التواصل بين الثقافات.

1