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Title:

The Impact of Face-To-Face Interaction on developing EFL Learners' Intercultural Competence

(The Case of Second Year Licence Students of English at KMUO)

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Dedication

To everyone.

Acknowledgments

List of Abbreviations

CLT Communicative Language Teaching

F-T-F Face-To-Face

EFL English as a Foreign Language

ICC Intercultural Communicative Competence

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General Introduction

1. Background to the study

In the field of second or foreign language learning and teaching, it has been widely recognised that language cannot be taught separately from its culture. Thus, it becomes crucial to include cultural aspects inside Foreign Language Classrooms. However, the question that receives considerable arguments from scholars is how can we teach culture? And what aspects of culture should we include? (Athamna, 2008)

The main goal of the Communicative Approach is Communicative Competence. For this basis, the attention was mainly put on the teaching Communicative Competence and Intercultural Competence -as it were- is one of its aspects. Intercultural competence has been one of the main issues open for debate by recent scholars. (*ibid.*)

2. Statement of the problem

In the Algerian context, the Implementation of the Communicative Approach, precisely the Competency Based Approach, has lead researchers and scholars to adapt new versions of the CBA. Therefore, Developing Intercultural Competence is one of the recent elements of the Communicative Competence. The research problem is to describe the impact of implementing Face-to-Face Communicative Activity on developing Intercultural Competence.

3. Purpose of study

The purpose of the study is to describe whether Face-to-Face (FTF) Activity has any effect on developing learners' Intercultural competence. The aim of this research is to find some solutions in the Oral Expression course by incorporating such communicative activity (i.e. F-T-F Activity).

4. Research questions

- Can F-T-F Interaction develop University Students' Intercultural Competence?
- Do the techniques used in teaching Oral Expression meet University students' intercultural needs?

5. Research Hypotheses

To answer the above mentioned questions, it is hypothesised that :

- FTF activity can develop university students' intercultural competence.
- The techniques that are used in teaching oral expression partially meet university students' intercultural needs.

6. Outline to the dissertation

The present study is composed of Five chapters. In the first chapter, the researchers has discussed the background to the study, statement of the problem, the purpose of the study, research questions and the research hypotheses. The second chapter reviews the related literature which provides an overview about Communicative Competence, Intercultural Competence, Components of Intercultural Competence, and the significance of Intercultural Competence. It also reviews The Framework of Intercultural Competence, Methodological Issues in Researching Intercultural Competence, Face-To-Face Interaction in Intercultural Contexts, and an assessment of Intercultural Competence.

The third chapter is devoted to the field work, research methods and the population of the study. Then, data collection. Validity and Reliability are discussed in detail. Next, Chapter Four is divided into two parts. Part one introduces the results of both the teachers' questionnaire. Then, the second part presents the interpretation of these results. Finally, chapter Five deals with summary of the main findings, limitations and the suggestions for further research, then the implications of the study.

Chapter Two

Review of Literature

Introduction

The second chapter of this research will be devoted to review the literature about the Communicative Language Teaching Approach (CLT). At first, the chapter will provide a historical overview of the approach. Then, it will introduce the Communicative Approach to Foreign Language Teaching (theory of language teaching). It will present the major principles of the approach, the characteristics of the communicative classroom including roles of teachers and learners as well as the classroom itself as a learning environment. At the end, it will conclude with providing the most used and preferable communicative activities that are commonly used in a wide range of contexts. In the second part, the chapter will provide theoretical foundations of Communicative Competence with respect to its close and tight relationship to language and communication. It will also discuss the notion of Intercultural Competence, its components, significance, and framework. At the end of this chapter, we will state views of scholars about Face-To-Face interaction in intercultural contexts.

1. History and Background of the Communicative Language Teaching

The Communicative Language Teaching Approach -or the Communicative Approach- is claimed to be the product of the dissatisfaction of educators and linguists about the Audio-Lingual and Grammar Translation Methods of Language Teaching. For Yule (2006); "Communicative Language Teaching (CLT) came as a reaction against the artificiality of 'pattern-practice' and also against the belief of consciously learning of grammar rules of a language that will necessarily result in an ability to use the language" (p.166). In CLT, the goal of language teaching should not be teaching and learning a set of rules, but rather, it should be based on the goal of Communicative Competence. Thus, the focus of this approach is on communication in EFL context. *(ibid.)*

Historically, the CLT originated from the changes in the British Situational Language Teaching Approach dating from the late 1960s (Richards & Rodgers, 2001). Since the 1970s, this approach has been expanded on and has come to play a central role in most contemporary language teaching situations (Berns, 1984). In fact, scholars and language teachers felt that students were not learning enough "realistic and usable" language *(ibid.)*. For Berns (1984), students did not know how to communicate using appropriate language, gestures, or

expressions. In other words, they were at a loss to culturally communicate in the target language.

Finnorchio and Brumfit (1983) have compared the major points of interest of both Communicative Language Teaching and the former language teaching method that is; the Audio lingual Method:

Audio-lingual Method	Communicative Language Teaching
Attends to structure more than meaning	Meaning is paramount
	Dialogs, if used, centre around communicative function and not normally memorized.
Language items are not necessarily contextualized	Contextualization is a basic premise
Language learning is learning structures, sound or words	Language learning is learning to communicate
Mastery of 'over learning' is sought	Effective communication is sought.
Drilling is a central technique	Drilling may occur
Native-like pronunciation is sought	Comprehensive pronunciation is sought
Grammatical explanation is avoided	Any device which helps the learners is accepted varying according to their age
Communicative activities only come after a long process of rigid drills and exercises	Attempts to communicate may be encouraged from the very beginning.
The use of the students' native language is forbidden	Judicious use of native language is accepted where feasible
Translation is forbidden at early levels	Translation may be used where the students need or benefit from it.
Reading and writing are deferred until speech is mastered	Reading and writing can start from the first day
The target linguistic system will be learned through the over teaching of the over teaching of the patterns of the system	The target linguistic system will be learned best through the process of struggling to communicate.
Linguistic competence is the desired goal	Communicative competence is the desired goal
Varieties of language are required but not emphasized	Linguistic variation is a central concept in materials and methods
The sequence of units is determined solely on principles of linguistic complexity	Sequencing is determined by any consideration of content function, or meaning which maintains interest.
The teacher controls the learners and prevents them from doing anything that conflicts with theory	Teachers help learners in any way that motivates them to work with language
"Language is habit" so error must be prevented at all costs	Language is created by the individual often through trial and error
Accuracy, in terms of correctness, is the primary goal	"Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context
Students are expected to interact with the language embodied in machines or controlled materials	Students are expected to interact with other people, either in the flesh, through pair and group work, or their writings
The teacher is expected to specify the language that students are to use	The teacher cannot know exactly what language the students will use
Intrinsic motivation will spring from an interest in the structure of the Language	Intrinsic motivation will spring from an interest in what is being communicated by the language

Table 2.1: Comparison between the Audio-lingual Method and Communicative Language Teaching suggested by Finnochiaro and Brumfit (1983, in Chelli, 2012).

From this comparison, researchers infer that the CLT comprises wider distinctive aspects. Thus, the implementation of such aspects will make the teaching of language more comprehensible and usable that is far more than the previously applied methods. It is fruitful, then, that language teaching should be used in more 'Authentic' situations so as students can convey ideas, thoughts, feelings and information in a way that is culturally and socially appropriate in the target speech community. (Chelli, 2012)

In the contexts of English as a Foreign Language (EFL), CLT has been introduced to improve students' abilities to use English in real contexts (Littlewood, 2007). It advocates teaching practices that develop students' 'Communicative Competence' in authentic contexts. (Larsen-Freeman, 2000)

2. The Communicative Language Teaching Approach

It is not an easy task to provide a comprehensive and comprehensible definition for the CLT approach. According to Chelli (2012), CLT is an approach which emphasises interaction as both means and ultimate goal of learning a language. She further states that CLT makes use of real-life situations which necessitates communication; therefore, the role of the teacher is to manage suitable classroom environment where students are likely to come across real-life situations through a wider range of activities *(ibid.)*. In fact, according to Spada (2005), CLT is a meaning-based and learner-centred approach to second language (L2) teaching where fluency is given priority over accuracy and the emphasis is on the comprehension and production of messages, not the teaching or correcting of language forms. (p.272)

3. The Communicative Approach in EFL Contexts

Unlike the traditional methods that rely on repetition, drills and linguistic forms, CLT views that language is interaction a matter of interaction; it is an interpersonal activity and has a clear relationship with society. In this light, language has to emphasise on its use in its linguistic, social and situational contexts (Berns, 1984). The CLT, thus, expanded on the goal of creating 'Communicative Competence'. Teaching students how to use the language is considered to be at least as important as learning a language itself (Chelli, 2012). Brown (2001) describes the importance of CLT as follows:

> Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for "real-life"

communication in the classroom. We are trying to get our learners develop linguistic fluency, not just the accuracy that has consumed our journey. We are equipping our students with tools for generating unrehearsed language performance "out there" when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong learning among our students, not just with the immediate classroom task. We are looking for learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks between learners to reach their fullest potential.(p.18)

3.1. The principles of the Communicative Language Teaching

The theory of language teaching underlying the Communicative Approach starts from a theory of language as communication (Richards & Rogers, 1986). Berns (1990) provides a useful summary of eight principles of CLT:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language, that is, that they use language for a variety of purposes in all phases of learning. (in Savignon, 2002)

The main goal of the communicative approach is to favour the individual's development of Communicative Competence, a complex framework in which psychological, socio-cultural, physical and linguistic elements come into play. (Byram and Garcia, 2009)

Without excluding grammar, the need for the inclusion of a not exclusively formal organisation of the content is stressed. Additionally, the syllabus has to be built on elements

such as general knowledge about language and its possibilities for communication, specific linguistic knowledge of the target language and socio-cultural aspects linked to it. *(ibid.)*

To reach communicative competence the learner has to be given the opportunity to practise and internalise not only grammatical structures but also discourse, socio-cultural or strategic factors. Interpersonal communication, mutual interaction and understanding among learners and between learners and the teacher, is at the heart of the teaching and learning process. Communicative activities intend likewise to improve learners' motivation and to allow natural learning. *(ibid.)*

All the activities respond to learners' communicative needs and have to make sure that the interaction they lead to reflects genuine communication. Authentic materials, creativity and unpredictability play a significant role. Although the activities have the communicative use of the language, and not linguistic manipulation, as their main aim, the mastering of the linguistic rules is viewed as equally necessary and, therefore, facilitated through contextualised activities.

According to Byram and Garcia (2009), Such a methodology requires learners' development of coping strategies such as asking for information, seeking clarification, using circumlocution. In short, all the means required for a real negotiation of meaning. Communicative Competence, hence, depends on the cooperation of the participants.

In addition to established techniques for presentation and practice of new language items, opinion and information gap techniques are used with a view to arousing learners' interest, whereas role play and drama aims at promoting interaction within the classroom in a way similar to what takes place outside it. *(ibid.)*

3.2. Roles in the Communicative Language Teaching

3.2.1. The role of the Learner

Since CLT gives the freedom to use the language, learners are basically required to interact with each other and not only with the teacher. They should learn the language in a cooperative manner. Larson- Freeman (1986) states:

> Students are, above all, communicators. They are actively engaged in
> negotiating meaning- in trying to make them understood even when
> their knowledge of the target language is incomplete. They learn to

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communicate by communicating. Since the teacher's role is less dominant than in a teacher centred method, students are seen as more responsible managers of their own learning.   (in Boucheche, 2010)

3.2.2. The role of the Teacher

The role of the teacher in CLT is viewed as a facilitator of the communicative process. He is also considered as a guide of the teaching process. His role is to make learners believe that the classroom is not a place to learn the grammatical components of a language by rather memorising information from the teacher. It is important to show them that they are responsible for acquiring in addition to the grammatical features, how to use this knowledge in real communication. All the responsibility of learning is placed on their shoulders, and they should be aware of it *(ibid.)*. Bright and McGregor (1970) report that: "Stop teaching and let them learn. These words summarise the role of the teacher in developing the communicative competence of the learner." (in Boucheche, 2010)

3.2.3. The role of the Classroom

The classroom is often called an artificial environment for learning and using foreign language. If we take as our yardstick what are real situations outside the classroom for which learners are being prepared this is undoubtedly the case (Littlewood, 1981). He further stated: "we should not forget that the classroom is also a real social context in its own right, where learners and teachers enter into equally real social relationships with each other." *(ibid.)*

According to Boucheche (2010), It is true that language teaching aims to equip learners for different contexts and that they will later have no cause to, say, 'where the chalk is' or 'explain why their homework is late'. However, they will still have cause to 'ask about locations' or 'offer explanations', based on similar forms of language and perhaps differing only in individual vocabulary. In other words, the usefulness of language learning does not depend only on what specific pieces of language the learner encounters. Still more, it depends on whether he masters the more general principles that underlie them. Language structures and communicative functions are not bound to specific situations. *(ibid.)*

4. Communicative activities

The types of exercises and activities compatible with the communicative approach is unlimited, provided that such activities enable students to attain communicative objectives of

the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning and interaction (Byram and Garcia, 2009). Communicative activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information or information sharing. (Richards, 2006)

Littlewood (1981) distinguishes between two types of communicative activities; 'Functional communicative activities' and 'Social interaction activities' as major activities types in CLT. For Littlewood (1981), Functional communicative activities include such tasks as learners comparing a set of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or a picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape; or how to complete a map; following directions; and solving problems from shared clues. Social interaction activities include conversation and discussion sessions; dialogues and role plays; simulations; skits; improvisations and debates. *(ibid.)*

According to Littlewood (1981), Communicative activities have been described by different scholars and each suggests a classification according to his point of view. However, the most frequently used activities are those which develop learners' fluency in speaking *(ibid.)*. As such, Supported by a sufficient amount of literature, the following activities are said to be suitable that most EFL teachers prefer to incorporate in everyday lecture:

4.1. Information-gap Activities

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication people normally communicate in order to get information they do not possess. This is known as information-gap. Richards (2006) stated that more authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete the task. (*ibid.*)

4.2. Jig-Saw Activities

These are also based on the information-gap activity. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. Therefore, they should use their language resources to communicate meaningfully and so take part in meaningful communication practice. *(ibid.)*

4.3. Role play

Providing role play in the classroom is very important in developing learners' speaking fluency. The students may be asked to perform dialogues using the foreign language (Richards, 2006). This will help them to know how to behave in specific social contexts. This kind of activity creates a good atmosphere in the classroom that gives learners the freedom to practice the language and improve it.

In other words, students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984). Role play is a good activity-type for providing interaction in the classroom. Revell (1979) sees role play as: "an individual's spontaneous behaviour reacting to others in a hypothetical situation." (p.60)

4.4. Group work

Group work is extremely fruitful in the development of communicative ability. It gives learners a total freedom to express ideas, knowledge, and different problems they face during learning. Here, learners correct each other's mistakes because they engage in debates with their classmates. In this activity, learners create a social environment of trust and community that helps them to interact freely. (*ibid.*)

Oral interaction involves collective work to solve problems and provide solution. Group work is a meaningful process because the students need to interact with their peers and to develop a range of social and linguistic skills which are of great importance to progress in language learning. (*ibid.*)

4.5. Discussions

A discussion is an activity for developing learners' communicative ability which aims to give and receive opinions and ideas about the language. For example, after presenting a work, the whole class discusses and comments on the subject. It is thus an important factor in promoting the use of language in interactive situation. In a discussion, not only the ability to speak is developed, but also the ability to listen, to understand, and to answer appropriately. (*ibid.*)

4.6. Simulations

Simulations are highly structured and contain more diverse elements in their content and procedure. As stated by Klippel (1984) who describes this activity type as: "Simulations are simplified patterns of human interactions or social processes where the players participate in roles" (Davison and Gordon, 1978). Accomplishing the task set in a simulation has sometimes got to be done within a limit time, e.g. in writing the front page of a newspaper, just as in reality.

4.7. Interviews

In foreign language classrooms, interviews are useful not only because they force students to listen carefully but also because they are so flexible in their subject matter. As soon as beginners know the first structures for questions interviewing can begin. If everyone interviews his neighbour, all students will practise the foreign language at the same time. (Klippel, 1983)

4.8. Guessing games

The popularity of guessing can be explained by their structure. Both chance and skill (in asking the right questions) play a part in finding the solution. The outcome of the game tends to be uncertain until the last moment, and so it is full of suspense. The basic rule of guessing games is eminently simple: one person knows something that another one wants to find out. *(ibid.)*

4.9. Problem solving activities

In this activity type, learners have to find solutions to various types of problems. in problem solving practice, learners are supposed to decide upon. The language which is needed

for problem-solving activities depends on the topic of each exercise, but in general students will have to make suggestions, give reasons, and accept, modify or reject suggestions and reasons given by others. (*ibid.)*

5. Communicative Competence.

The term communicative competence was coined by Hymes (1972), who defined it as the knowledge of both rules of grammar and language use appropriate to a given context. His work clearly demonstrated a shift of emphasis among linguists, away from the study of language as a system in isolation, a focus seen in the work of Chomsky (1965), towards the study of language as communication. Hymes's (1972) conceptualisation of communicative competence has been further developed by researchers such as Canale and Swain (1980) who suggested other components of Communicative competence and Canale (1983), Bachman (1990) and Celce-Murcia et al. (1995) who attempted to define the specific components of the construct of communicative competence.

Stern (1992) demonstrated; "Competence represents proficiency at its most abstract and psychologically deepest level" (p.73). Chomsky (1965) indicated that underlying the concrete language performance, there is an abstract system of rules or knowledge that the native speaker has which he called 'linguistic competence'. *(ibid.)*

Based on the above arguments, Canale and Swain (1980) later extended the concept of 'Communicative Competence' into four dimensions. For them;

> 'Communicative competence' was understood as the underlying system of knowledge and skill required for communication. This Knowledge refers to what one knows (consciously or unconsciously) about the language and about other aspects of communicative language use; skill refers to how well one can perform this knowledge in actual communication. (Cited in Canale, 1983)

From this perspective, what language teachers need to teach is no longer just linguistic competence but also socio-linguistic competence "which utterances are produced and understood appropriately in different socio-linguistic contexts", discourse competence "mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres", and strategic competence "mastery of verbal and non-verbal communication strategies that may be called into action for compensating or enhancing communication." (Canale, 1983)

In his turn, Brown (2007) stated a different definition of 'Communicative Competence' is "the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts" (p.219). Communicative Competence is most frequently defined as the ability to create meaning when interacting with others in the target language. Another definition proposed by Yule (2006) who defines it as the general ability to use language accurately, appropriately, and flexibly. (p.169)

5.1. Intercultural Competence.

The topic of intercultural competence became more and more important during the past years: globalisation and worldwide contacts between companies, organisations and individuals need the ability to communicate in a successful way (Fantini, 2000). Intercultural competence is therefore a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to:

- understand and respect people who are perceived to have different cultural affiliations from oneself;
- respond appropriately, effectively and respectfully when interacting and communicating with such people;
- establish positive and constructive relationships with such people; and,
- understand oneself and one's own multiple cultural affiliations through encounters with cultural "difference". (Lustig and Koester, 2006)

As pointed out by Lustig and Koester (2006), the ability to communicate in various intercultural contexts is an increasingly important competence in both public and private life. Since an understanding of the intercultural communication process can increase competent intercultural communication, researchers from various disciplines, have shown interest in exploring intercultural communication between foreign language learners from different cultural backgrounds. (Berry & Sam, 1997)

To effectively function in a society guided by different social norms, values, and communicative patterns from those in home countries, immigrants and sojourners need to fit into the host culture through extensive engagement in social communication with local people. As noted by Kim, Izumi, & McKay-Semmler (2009), interacting with native-born individuals can help foreign language learners "secure information and insight into the

mindset and behaviours of the native speakers, and thereby providing them with points of reference to check and validate of their own behaviours." (*ibid.*)

EFL learners also have access to networks in a virtual environment. Many EFL learners, who lack social ties with native speakers, may draw upon resources and seek help from their own language speakers. Communicating with people from one's own language can compensate for an individual's lack of social support in EFL contexts. (Kim, 2001)

Third, in a multicultural society like the United States, immigrants and sojourners inevitably find themselves in an environment involving newcomers from diverse cultures of origin. Communicating with people from other countries other than the host country can also be conducive in the sense that newcomers can facilitate each others' psychological adjustment and cultural learning. (Kashima & Loh, 2006)

5.2. The components of Intercultural Competence.

An intercultural speaker needs some knowledge, about what it means to be a competent speaker. However, an intercultural speaker also needs an awareness that there is more to be known and understood from the other person's perspective, that there are skills, attitudes and values involved too, which are crucial to understanding intercultural human relationships. As a consequence, the 'best' teacher is neither the native nor the non-native speaker, but the person who can help learners see relationships between their own and the culture of the target language, can help them acquire interest in and curiosity about 'otherness', and an awareness of themselves and their own cultures seen from other people's perspectives. (Council of Europe, 2010)

5.3. The significance of intercultural competence

According to the Council of Europe (2010), Several aspects of intercultural competence warrant further comment. First, intercultural competence does not involve abandoning one's own cultural identifications or affiliations, nor does it require individuals to adopt the cultural practices, beliefs, discourses or values of other cultures. Second, because intercultural competence involves learning about and interpreting. Third, it is important to emphasise that language has a privileged role within intercultural encounters because it is the most important (although not the only) symbolic system which enables group members to share their cultural perspectives, beliefs and values. Fourth, it is important to acknowledge

that intercultural competence alone may not always be sufficient to enable individuals to engage in successful intercultural dialogue. (*ibid.*)

There is now a considerable body of research into intercultural competence. Significantly for present purposes, this research has shown that intercultural competence may not be acquired spontaneously by individuals, and it may not be acquired simply through exposure to and encounters with people with other cultural affiliations if the contact takes place under unsuitable conditions. (*ibid.*)

5.4. The Framework of Intercultural Communication Competence.

Previous studies on intercultural competence often have not been systematically conducted, resulting in ambiguous and inconsistent findings. An important issue in literature is the disagreement on how to define intercultural communication competence (Wiseman & Sanders, 1993). A wide array of labels has been assigned to the concept by early scholars, such as assimilation, acculturation, adjustment, or adaptation (*ibid.*). Although consensus has been reached about the conceptual and practical significance of research on intercultural competence, controversy fills research literature as to how to explain intercultural competence theoretically (*ibid.*). In other words, the study of intercultural competence is often influenced by the researcher's conceptualization of the term itself. Applegate and Sypher (1983) argued:

> "what is needed is not a theory of intercultural, cross-cultural, or interracial communication, but as base, a coherent theory of communication whose focus of convenience encompasses accounts of the probable impact of historically emergent forms of groups life on the various forms and functions communication assumes in everyday life." (p. 63)

Building upon this idea, Spitzberg and Cupach (1989) further argued that the development in researching intercultural competence is going to be derived mainly from the development of sound interpersonal competence theories that can be applied to the intercultural setting. The fundamental nature of the communication process does not change given different cultural contexts; only the contextual parameters change" (p. 261).

Indeed, Spitzberg and Cupach (1989) have attempted to integrate the diverse literature in terms of three basic components of interpersonal communicative competence: knowledge, motivation, and skills. In general, to be viewed as competent, an individual must understand the requirements and rules for communicating competently, desire to interact with a particular individual in a specific context, and have the skills to produce appropriate and effective communication.

5.5. Methodological Issues in Researching Intercultural Competence

The lack of conceptual explanatory integration in the research of intercultural competence leads to great problems in measurement development and validation (Hammer, 1987) . A number of efforts have been undertaken to develop, validate, and refine measures of intercultural competence. (Martin & Hammer, 1989)

Although Kim's model about integrative cross-cultural adaptation is used as the framework of the present study, one drawback of Kim's integrative cross-cultural adaptation model relates to the methodological issue, i.e. the difficulty in operationalising intercultural competence and hence the lack of standard criteria to measure the concept in empirical studies. (Gudykunst & Kim, 2003)

As aforementioned in Kim's model, one's ability to adapt is central to intercultural competence. However, Spitzberg and Changnon (2009) pointed out that although adaptability is often regarded as the core to models of intercultural competence in many studies, due to the immature conceptualization of the term, it is difficult to measure adaptability in a valid way. Any comprehensive measure should undoubtedly be multidimensional in nature. (Kim, 2001)

5.6. Face-to-Face Interaction in Intercultural Context.
5.6.1. Interpersonal communication vs. Mass communication

According to Ruben (1975), a person's communication activity often involves two closely interrelated and inseparable communication processes: interpersonal communication and mass communication. Interpersonal communication is central to one's social existence leading to the development of social relationships with others (Palisi & Ransford, 1987). Interpersonal communication is central to Kim's integrative cross-cultural adaptation model. According to Kim (2001), EFL learners often find interpersonal communication with native speakers to be stressful and unsettling.

In such a situation, mass media may serve as a ready substitute which provides a relative easy way to satisfy EFL learners' various needs, such as cultural learning, psychological needs, and entertainment. However, since interpersonal communication involves somewhat personalized social engagement, it is generally believed that interpersonal communication has a greater impact than mass communication on one's adaptation process (Gudykunst & Kim, 2003). Through personal contacts in their social networks, people interpret various attributes and actions of others and themselves. For this reason, smooth

interpersonal communication between EFL learners' and native speakers is an important channel for them to establish social networks. (Kim, 2005)

5.6.2. Face-to-face vs. Computer-mediated interpersonal communication

Recent literature has raised the question of the efficacy of mediated forms of interpersonal communication as an alternative to Face-To-Face interpersonal communication. Past research provides strong evidences of the importance of face-to-face interpersonal communication in intercultural competence (Cemalcilar, Falbo & Stapleton, 2005). Compared to face-to-face interpersonal communication which renders opportunities for developing personal relationship with native speakers, computer-mediated interpersonal communication were found to be employed primarily for the purpose of maintaining contacts with family members and friends back home. (Kim, Izumi, & McKay-Semmler, 2009)

The most recent study relevant to the topic was conducted by Kim, Izumi, and McKay-Semmler (2009), in which the researchers found that computer-mediated interpersonal communication with native speakers through e-mail, social networking sites and instant messaging played only a minor role in cross-cultural competence; whereas direct, face-to-face interpersonal communication with native speakers positively significantly predicted the participants' intercultural competence. Studies indicate that face-to-face interpersonal communication can be actively used by EFL teachers and learners in facilitating adaptation process, thus enhancing their intercultural competence.

5.7. Assessment of Intercultural Competence.

Although intercultural competence has gained importance in foreign language curricula, there are few comprehensive treatments of the assessment of intercultural competence outcomes (Sinicrope, Norris, & Watanabe, 2007). Schulz (2007) proposes a set of fundamental objectives for cross-cultural awareness and understanding and recommends the use of portfolio assessment for tracking learners' development since the acquisition of intercultural competence is an interactive process. Program-specific questionnaires, self-assessments, and interviews can also be used for assessing Intercultural Competence.

In addition to a renewed understanding of language within an intercultural orientation, Scarino (2009) also suggests a re-conceptualisation of the assessment process involving several dimensions: (a) communication in the target language in which students negotiate meaning through interpreting and using language in diverse contexts; (b) understanding how

students' dynamic and developing enculturation affects how they see and interpret the world; (c) eliciting students' meta-awareness of how language, culture, and meaning are interrelated; and (d) positioning students as both language users and learners/analysers.

Conclusion

The aforementioned points discussed in this chapter revealed that the communicative approach had major developments in foreign language teaching. It aims at improving students' Communicative Competence, thus intercultural competence, in parallel with their linguistic competence. It also helps to improve both teachers' and learners' knowledge about the different aspects and elements of the target culture. Those aspects are reflected in the way they use the language in situations managed by the CLT Approach. This chapter introduced the components and the significance of Intercultural Competence. Moreover, it also provided a link between Intercultural Competence and Face-To-Face Interaction so that he gives an idea about the coming part of the research. At the end of this chapter, the researcher discussed the item of Assessing Intercultural Competence.

Chapter Four

Methodology

1. Introduction

This study is mainly conducted to describe if there is an impact of F-T-F Interaction on developing EFL learners' Intercultural Competence. In this chapter we will analyse the Qualitative study that has been carried out with Second year students of English at Kasdi Merbah University of Ouargla. This chapter is divided into two sections which are as follows: description of the qualitative study and interpretation of results.

2. Research Methods

This research aims to describe the impact of F-T-F Interaction on developing EFL learners' Intercultural Competence and how this activity may enable them to reach a high level of Intercultural Competence. Accordingly, we have used the qualitative research methodology to have both teachers' and learners' opinions and responses about the incorporation of F-T-F Interaction Activity in the Oral Expression Course at Kasdi Merbah University of Ouargla. This goes with Singh's (2006) claim where he defined the descriptive research method as a research which is concerned with the present and attempts to determine the status of the phenomenon under investigation. (p.104)

3. Population and Sample
3.1. Students

The population chosen for this research is the Second year students of English at the Department of Letters and English Language, at Kasdi Merbah University of Ouargla. The sample consists of forty (40) students. They have been chosen because they are supposed to have accomplished certain amount of linguistic rules. Thus, they need to learn the cultural aspects of the English language (i.e. Intercultural Competence).

3.2. Teachers

A sample of Five (05) teachers of Oral Expression at the Department of Letters and English Language have been chosen to represent a population of teachers of Oral Expression, at Kasdi Merbah University of Ouargla.

4. Data Collection

4.1. The students' questionnaire

The questionnaire was administered to Forty (40) students from Second year, (see Appendix 1). This Questionnaire includes three main sections. The first section includes personal information about the respondents including: age, gender, motivation towards studying English at the university; (Section I: question items: 1, 2, 3, 4, 5, 6, 7, 8, and 9). The second main section includes students' responses about the activities taken in the Oral Expression course; (Section II: question item: 1, 2, 3, 4 and 5). The last section includes students' preferences about F-T-F Interaction Activity; (Section III: question item: 1, 2, 3, 4, and 5).

4.2. The Teachers' questionnaire

The questionnaire was administered to Five (05) teachers of Oral Expression, (see Appendix 2). This Questionnaire also includes three main sections. The first section includes personal information about the respondents including: degree held and experience in teaching Oral Expression at the university; (Section I: question items: 1, 2, 3, and 4). The second main section includes teachers' opinions about the incorporation of F-T-F Interaction in the Oral Expression Course; (Section II: question item: 1, 2, 3, 4 and 5). The last section includes teachers' responses about the incorporation of F-T-F Interaction in the Oral Expression Course; (Section III: question item: 1, 2, 3, 4, and 5).

5. Validity and reliability

Validity refers to the degree in which the collected data supports the unity and the appropriateness of the effects which are made from the final results (Buckman, 1990). In this study, the researcher has randomly chosen the sample which assures that it represents all the population. This strategy adds to the validity of the present study. On the other hand, reliability refers to whether the measurement is consistent at all time (Marczyk, DeMatteo, and Festinger, 2005). Differently stated, a research is carried out in a way that the results are the same in similar settings.

Conclusion

In this chapter, the research methodology of the present study was introduced. The research methods were presented. Additionally, the population and the sample of the study as well as the data collection including both students' and teachers' questionnaires procedures which have been described. Finally, the validity and reliability of the present study were discussed.

Chapter Four
Results and Discussion

Introduction

In the hypotheses stated previously in this study, we stated that the F-T-F Interaction can develop EFL learners' Intercultural Competence. Accordingly, in this part of the dissertation, we will discuss the findings and interpret.

We will first begin by analysing the results of the students' questionnaire; sections (**I.**, **II.** and **III**), concerning personal information, students' responses about the activities taken in the Oral Expression course and their preferences about F-T-F Interaction Activity. After analysing the results of the students' questionnaire, we will discuss and analyse the results of the teachers' questionnaire that includes their personal information, opinions and responses about the incorporation of F-T-F Interaction in the Oral Expression Course.

2. The Questionnaires Results

   2.1. The students' questionnaire

     I. Section one: Personal Information

     1. Students' Age
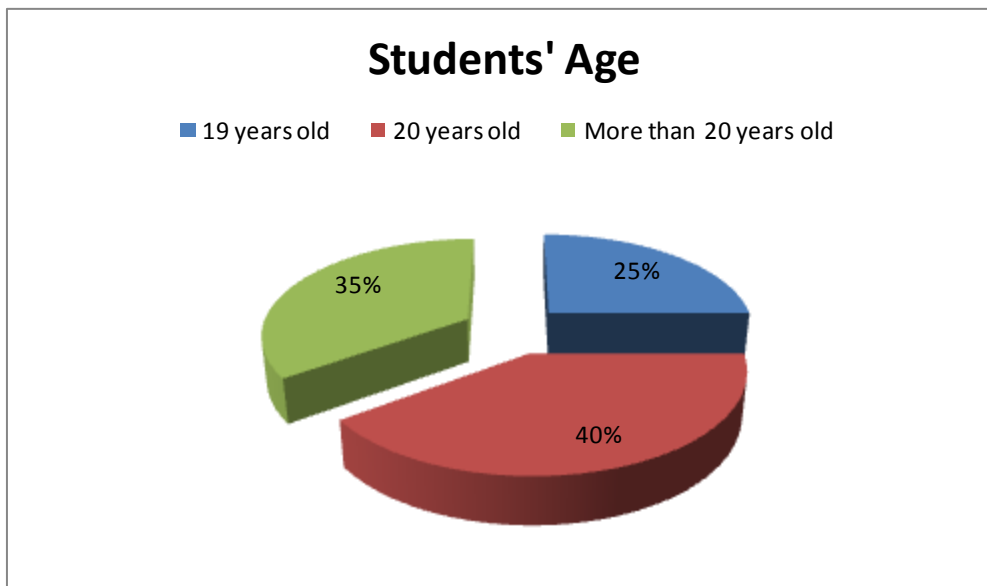
Pie-Chart 3.1.: Students' Age

The students' age ranges from 19 to 32 years old. Forty percent (40%) of them are 20 years old which is the normal age at this level; however, thirty-five (35%) of the students are

19 years old. The rest of them; i.e.: twenty-five (25%) percent are more than 20 years old. According to their age, we may deduce that the majority of the students are enrolled for the first time in the course.

2. **Students' Gender**
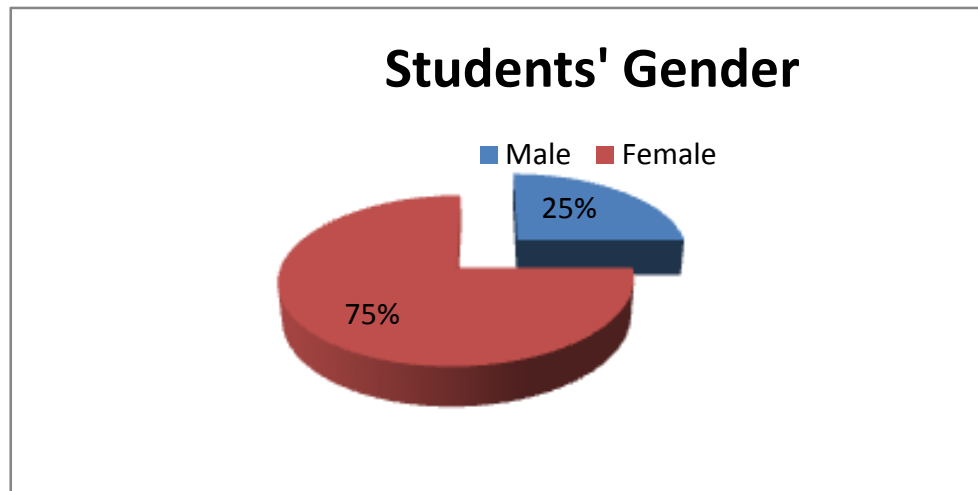
Pie-Chart 3.2.: Students' Gender

We notice that the number of female-students is three times the number of male-students. They represent 75% of the sample; whereas the male-students are 25%. This may be due to sociological factors that affect the preferences of the majority of students. In other words, female-students prefer to study arts and languages (literature stream); however male-students are more interested in sciences and engineering streams.

3. Years of learning English

Years of studying English

■ 08 years   ■ 09 years   ■ More than 09 years

25%

45%

30%
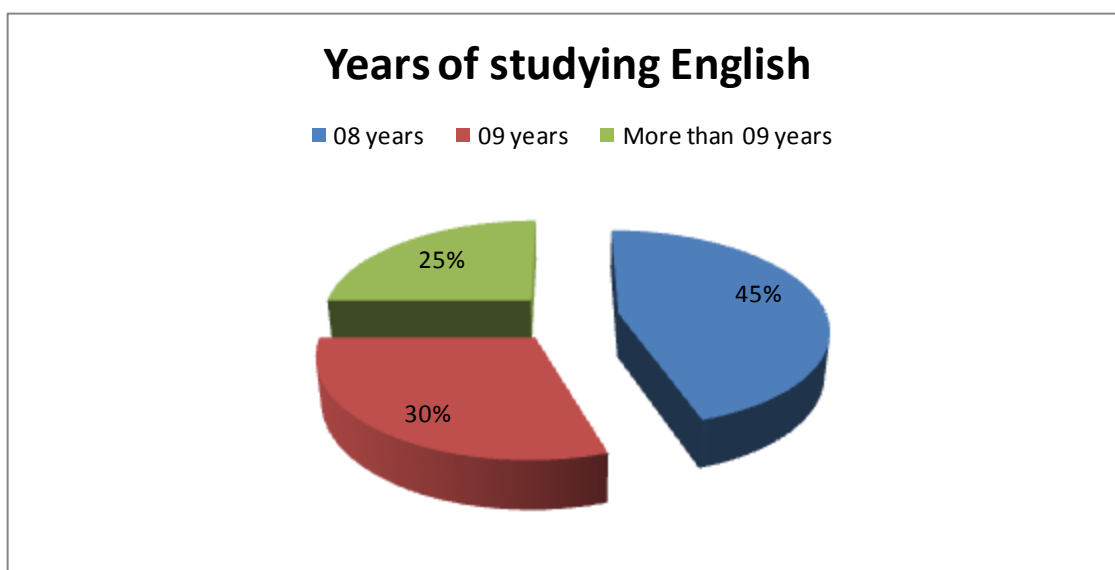
Pie-Chart 3.3.: Years of learning English

As it is shown in the table and pie-chart above, most students (45%) have been studying English for eight (08) years; however, (30%) have been studying it for nine (09) years. Finally, only (25%) have studied more than (09) years. These results is in parallel with the students' age where the majority of them are in the expected age at this level of education.

4. Years of Studying of the English Culture course

Years of Studying of the English Culture course

■ 02 years   ■ More than Two Years

20%

80%
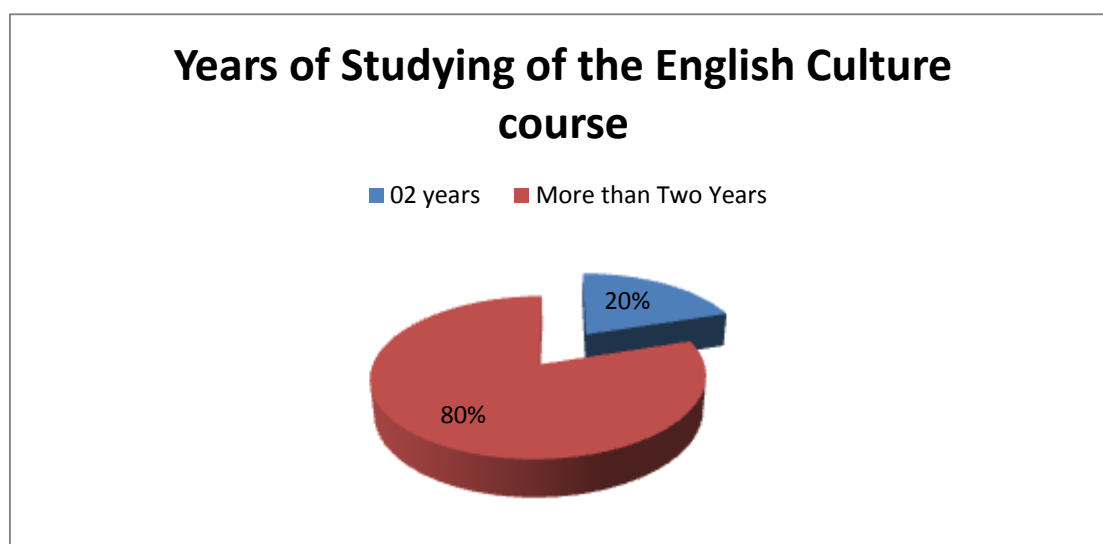
Pie-Chart 3.4.: Years of Studying of the English Culture course

The table and the pie-chart in the previous page show that (30) students said that they have been studying English culture for two years. Still ten (10) of them said that they have

been studying it for more than two (02) years. According to their answers, the ten students are probably repetitive.

5. The First Choice of Studying English at the University
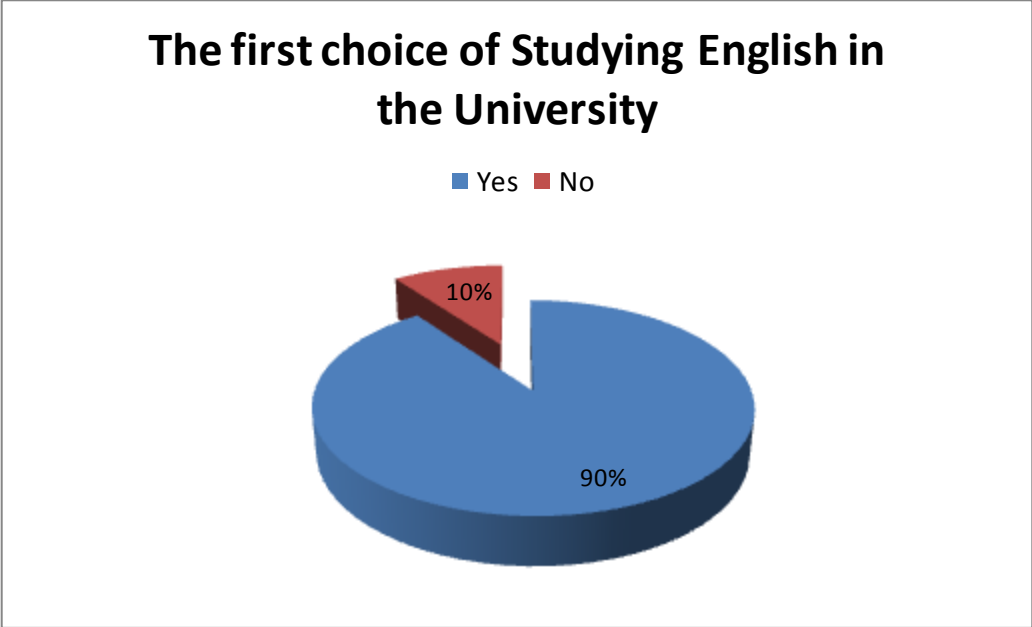
Pie-Chart 3.5.: The First Choice of Studying English at the university

In this question item, we notice that the majority of the students (90%) made English as their first choice, whereas (10%) was not their first choice. This is a good sign which indicates, to a certain extent, that students have a positive attitude towards learning English at the university. The latter point will be discussed in the following question item.

6. Students' Motivation
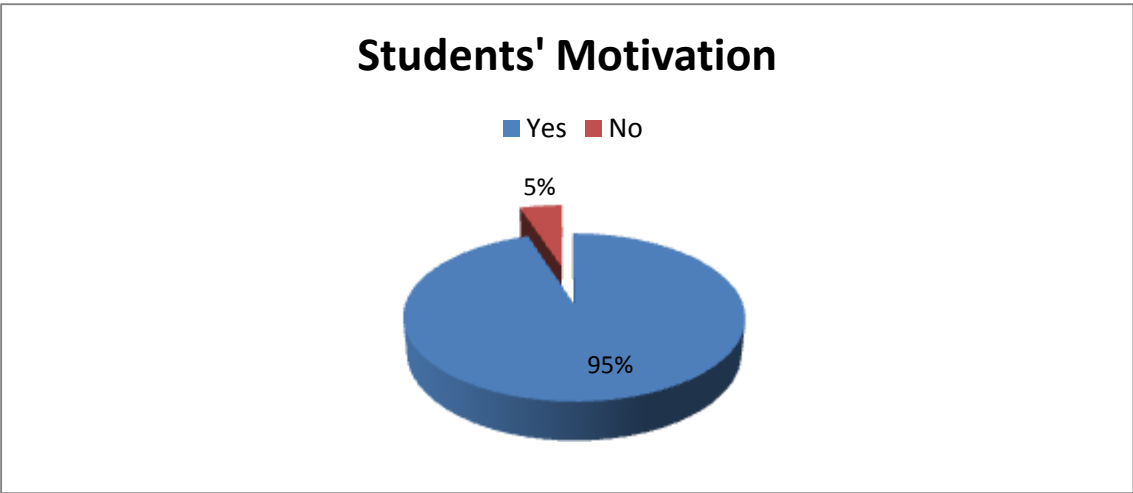
Pie-Chart 3.6.: Students' Motivation

As it is demonstrated above, ninety-five percent (95%) of the students feel motivated that they are studying English at the university; however, only five percent (5%) are not motivated. At this point, we can assume that students have a positive attitude towards the English language and consequently towards its culture. On the other hand, in an attempt to discover the source of the absence of motivation, we have proposed three possibilities that the seventh question item will discuss this in depth.

7. Sources of Students' Absence of Motivation

Sources of student's No motivation

■ Other interests and expectations
■ You have a negative attitude towards the English culture
■ The huge difference between cultures

0%   0%

100%
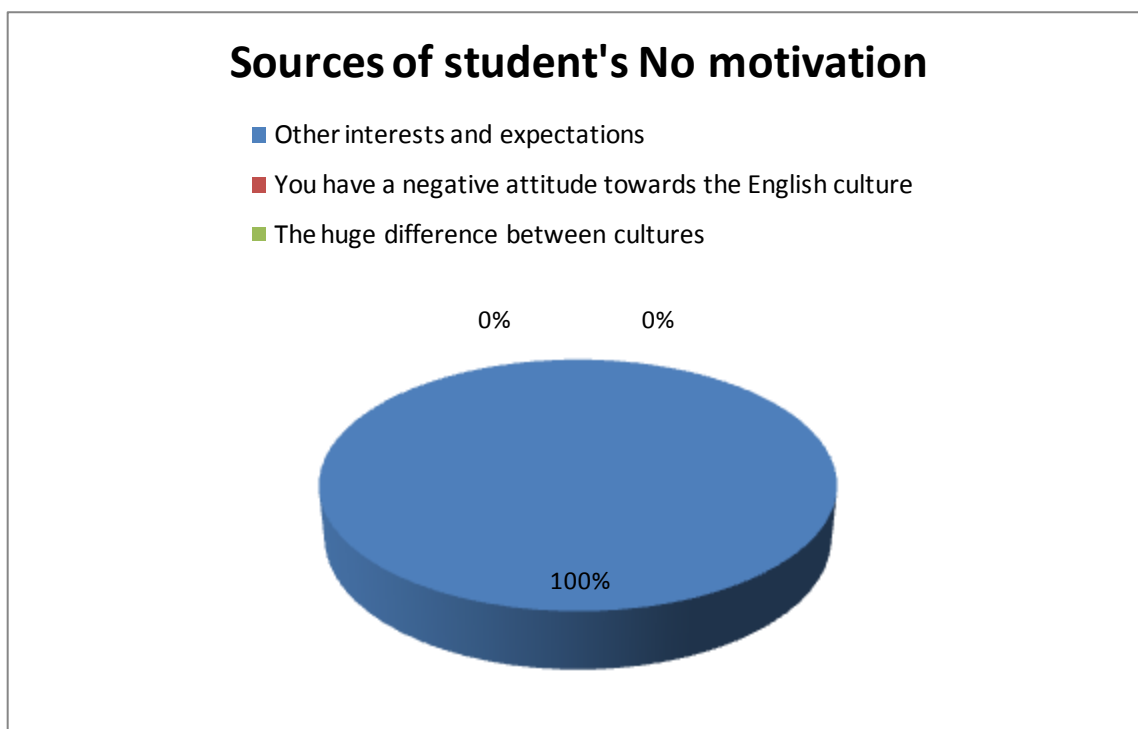
Table 3.7.: Sources of Students' Absence of Motivation

The students who claimed not to be motivated in studying English argue that it is because of other interests and expectations. They might have been compelled to study English at the University even if they were interested in other branches of study.

8. Students' Fluency
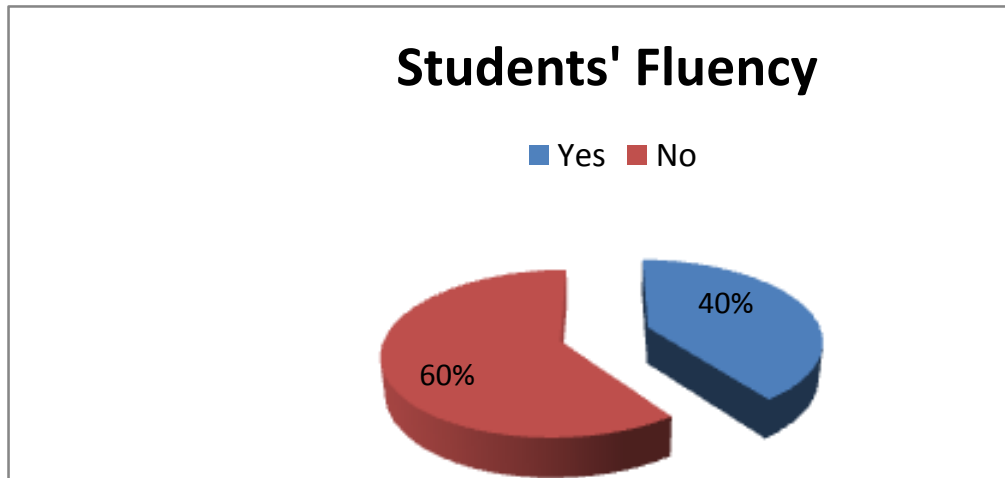
Pie-Chart 3.8.: Students' Fluency

Second year students of English, nearly seventy percent (60%) recognized that they were not fluent. It is an expected answer since students at this level are still in a very early stage to speak fluently the foreign language. They can barely produce a comprehensible simple well-structured sentence. This is because English is the second foreign language in Algeria after French language. In contrast, only (40%) of the respondents have the impression of being fluent.

9. Sources of No Fluency
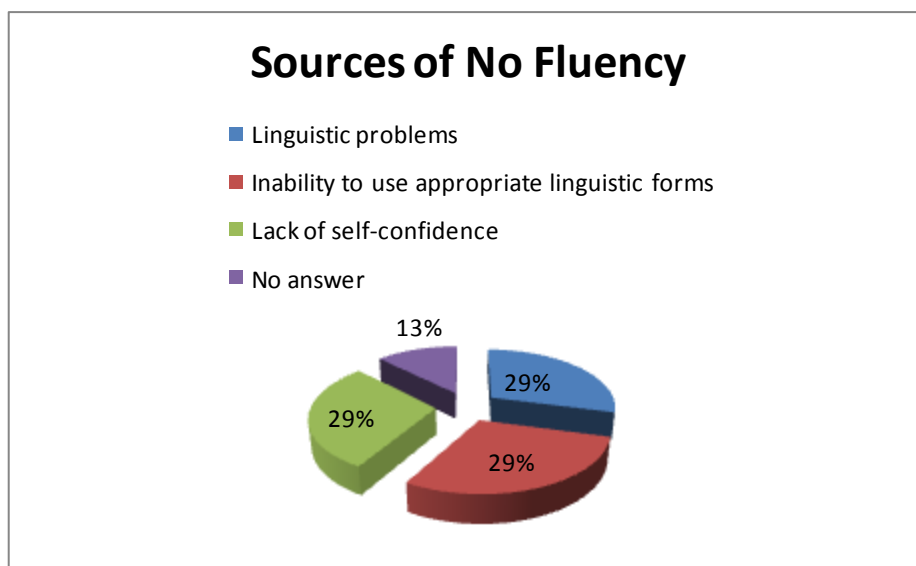
Pie-Chart 3.9.: Sources of Students' No fluency

In this question item, thirteen percent (13%) of the students did not give their opinion. Whereas, twenty-nine percent (29%) of the students said that it is a result of linguistic problems. We also notice the same percentage in the other two provided possibilities; 29% for each of lack of self-confidence and inability to use appropriate linguistic forms.

II. Section Two: students' responses about the activities taken in the Oral Expression course

1. Tasks taken in the Oral Expression course
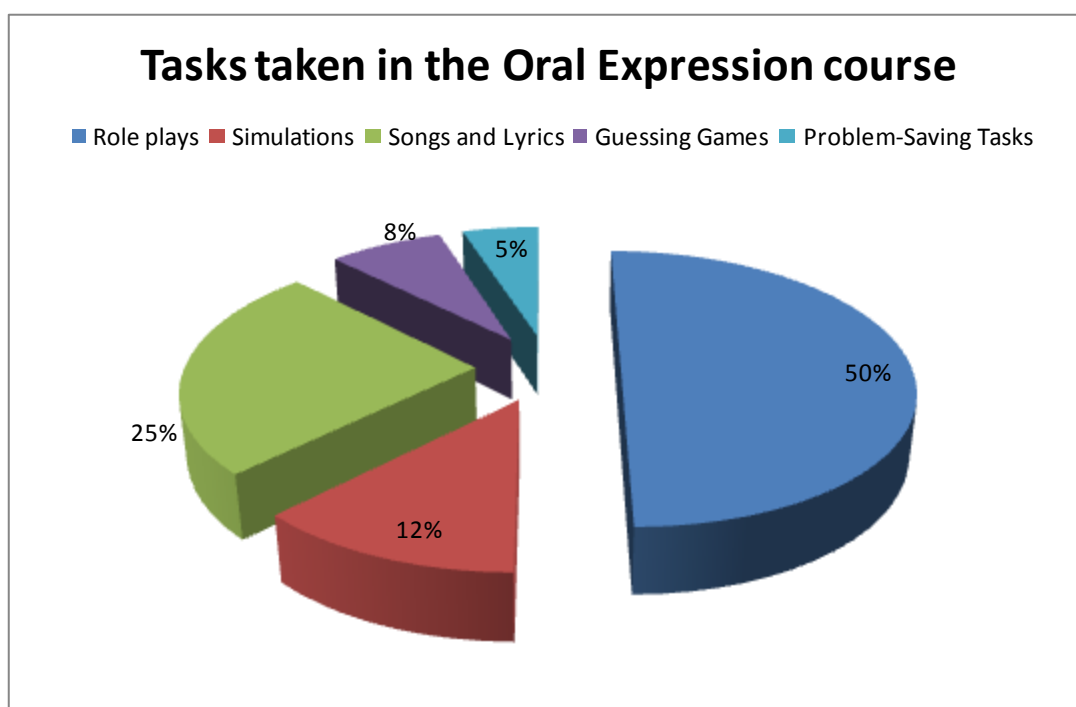
Pie-Chart 3.10.: Tasks taken in the Oral Expression course

Students' responses to this question were as follows: fifty percent (50%) of them said that they take Role play, (12%) said simulations, (25%) of them opt out for Songs and lyrics. However, Guessing games and Problem-Solving tasks received the lowest proportion; that is 8% and 5% respectively.

2. Student's Participation in the Classroom
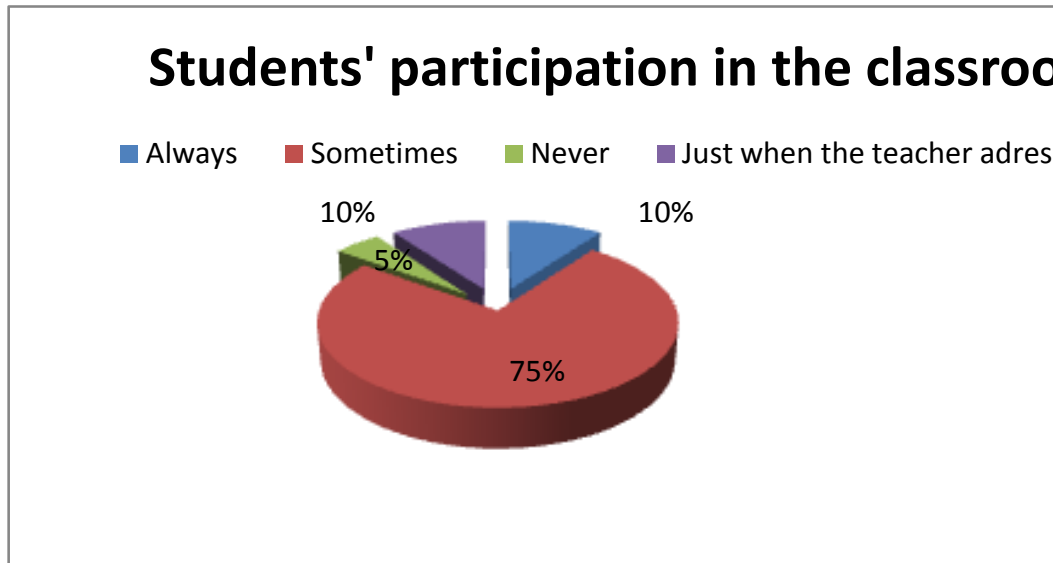
Pie-Chart 3.11.: Students' participation in the classroom

Students' responses to this question item vary to include (75%) of them who declared their "sometime" participation in classroom. In addition, the "Always" option was represented by (10%) of the students. Moreover, the same percentage appears in the option "only when the teacher addresses you". However, the least proportion of percentage was found in "Never" participation which has been marked by (5%) of the respondents.

3. Preferred Follow-up Activities
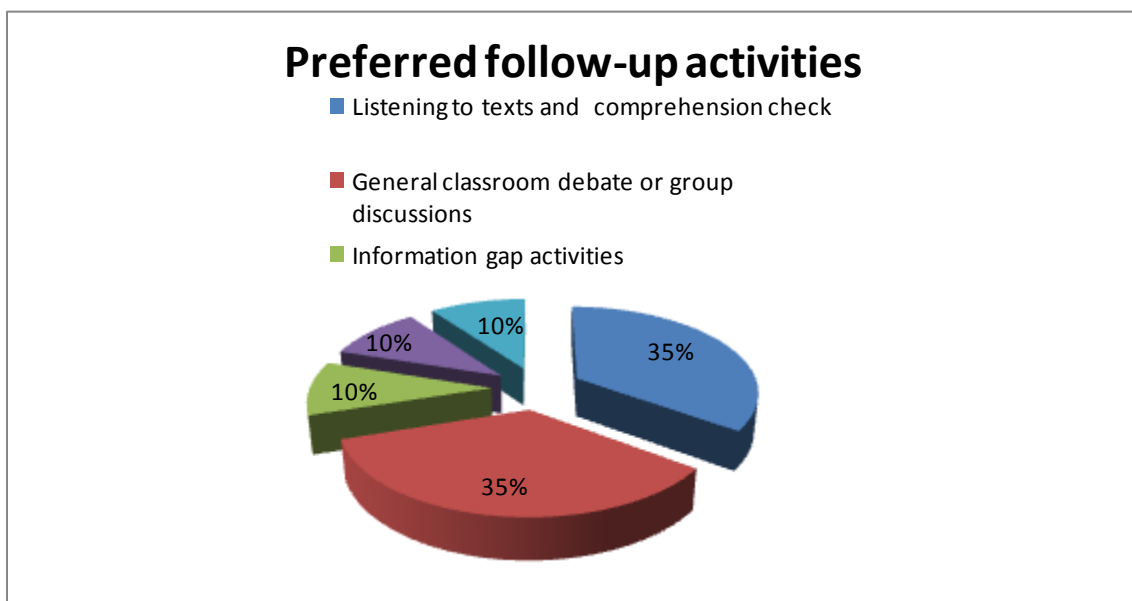
Pie-Chart 3.12.: Preferred follow-up activities

According to the results shown above, (35%) of students prefer the activity of "listening to texts and comprehension check". The reason behind this choice is probably due to the fact that students are accustomed with such activity type. On the other hand, (35%) of them declared the preference of "General classroom debate or group discussion". The remaining three activities have received the same proportion of the percentage, (10%) for the activities "information-gap activities, problem solving practice and quizzes and tests."

4. Preferred Classroom Management
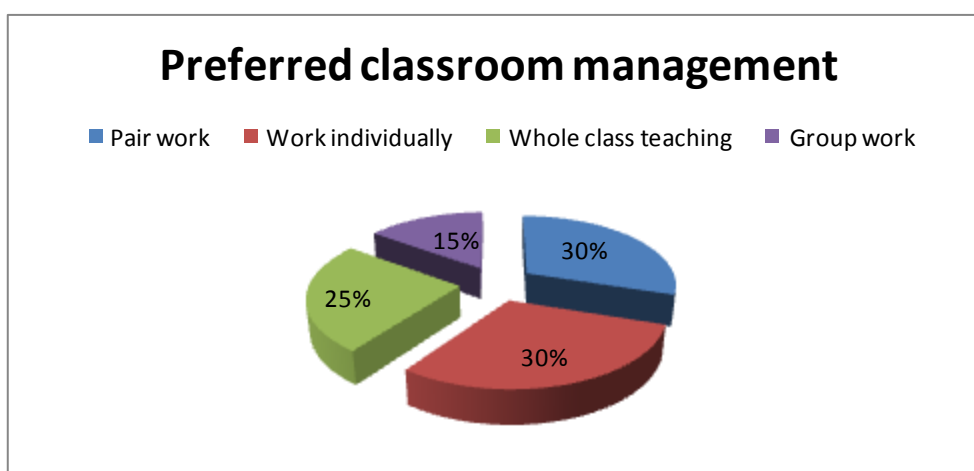
Pie-Chart 3.13.: Preferred classroom management

As it can be observed in the table and the chart shown above, there is not much difference in the students' opinions about what classroom management is preferred. "Individual and Pair work" classroom management were the most to receive percentage; (30%) for each. Not far from them, the "whole class teaching" which has been ranked the third getting (25%) of the percentage. Surprisingly, the lowest percentage was found in the "group work" classroom management and has received (15%) of the percentage, this may be the result of little knowledge about its benefits or because they have not yet experienced this type of activity in learning culture of the language.

III. Section Three: students' Preferences about F-T-F Interaction Activity

    1. Students' opinion about the importance of F-T-F activity in developing Intercultural Competence.
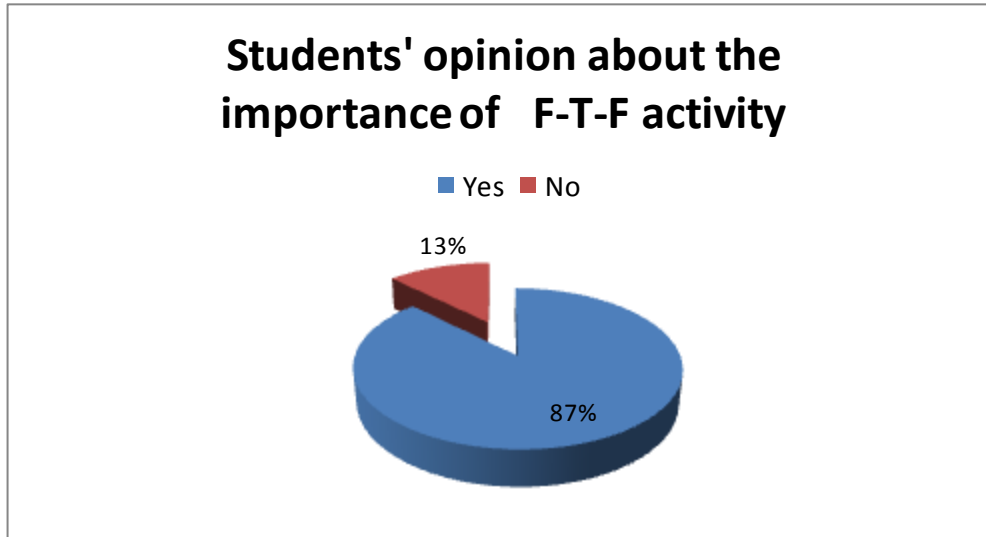
Pie-Chart 3.14.: Students' opinion about the importance of F-T-F activity

Second year students of English, nearly ninety percent (87%) said that F-T-F Interaction activity can develop EFL learners' Intercultural Competence. In contrast, only (13%) of the respondents it cannot; this maybe because of learners' ignorance about such activity.

2. Students' opinion about the effectiveness of incorporating F-T-F activity in the Oral Expression Course.

Students' opinion about effectiveness incorporating F-T-F activity in the Oral Expression Course
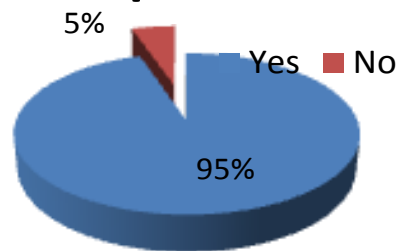
Pie-Chart 3.15.: Students' opinion about effectiveness of incorporating F-T-F activity in the Oral Expression Course

As it is shown in the table and the Pie-Chart above, ninety-five percent (95%) of the students said that F-T-F Interaction activity is effective to incorporate in the Oral Interaction Course. However, five percent (05%) of them said it is not effective to incorporate.

3. Students' motivation while doing F-T-F interaction activity.
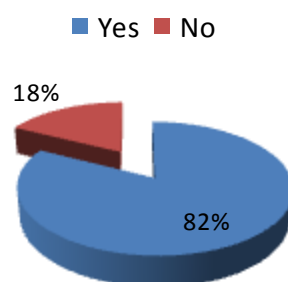
Pie-Chart 3.16.: Students' motivation while doing F-T-F interaction activity

Second year students of English feel motivated while doing F-T-F Activity. This is represented by eighty-two percent (82%) of the respondents. on the other hand, eighteen percent (18%) of the students said that do not feel motivated when practising F-T-F Activity.

4. Student's problems while practising F-T-F Interaction Activity

Students' problems while practising F-T-F Interaction Activity

■ Grammatical   ■ Phonological   ■ Lexical

%6

%31

%63
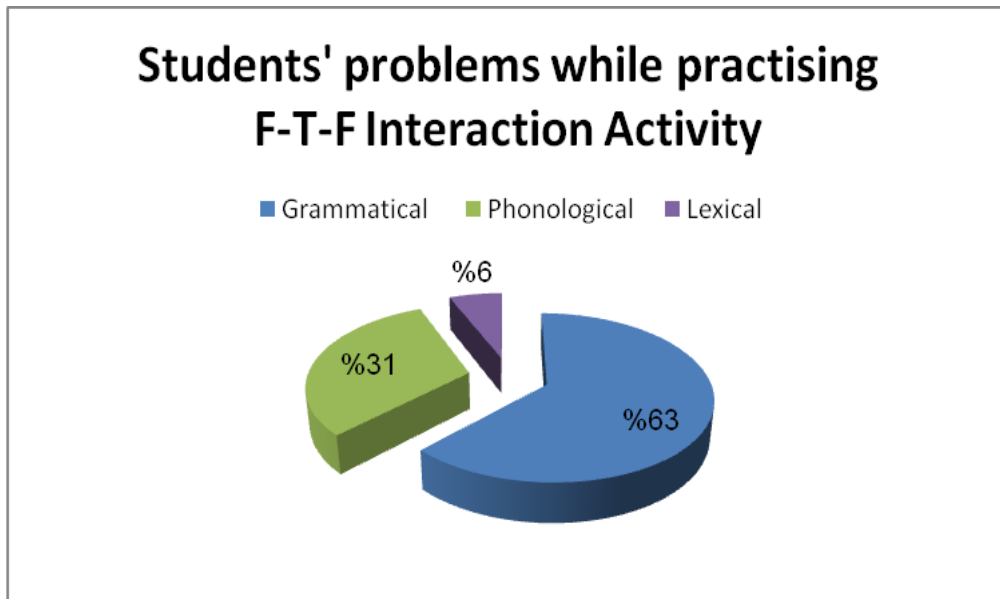
Pie-Chart 3.17.: Students' problems while practising F-T-F Interaction Activity

Students' responses to this question item vary to include (60%) of them who declared their "Vocabulary" problem while practising F-T-F Interaction Activity. In addition, the option "Grammatical" was represented by (25%) of the students. Besides, the option "Pronunciation" received a percentage of (12%). However, the least proportion of percentage was found in "Lexical" problem encountered by students while doing F-T-F Activity which has been marked by (3%) of the respondents.

5. Students' ideas, thoughts and suggestions.

In this question, students were asked to provide their ideas and suggestions about the effectiveness of incorporating F-T-F Interaction Activity in the Oral Expression Course and how this activity could develop their Intercultural Competence. Significantly, most of the students have agreed on the importance of including such activity in the Oral Expression Course.

1.2. The Teachers' questionnaire

 I. Section One: Personal Information

  3. Teachers' Degree
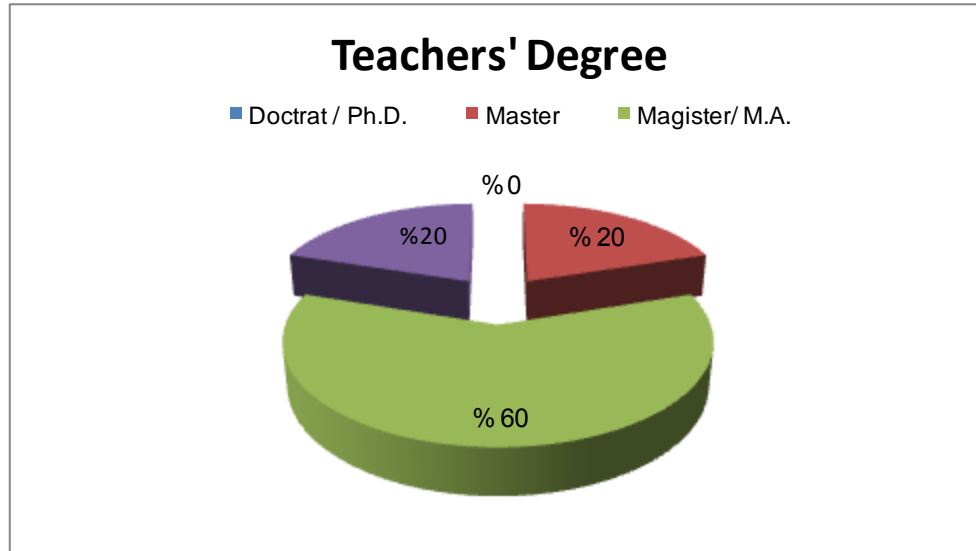
Pie-Chart 3.20.: Teachers' Degree

As it is shown in the table and pie-chart in the previous page, most Teachers (60%) have the Magister Degree (M.A.); however, (20%) of the respondents have the Ph.D. degree as well as the Master degree. Finally, there is no teacher among the respondents who holds the Licence degree.

  4. Teachers' Experience in teaching Oral Expression.
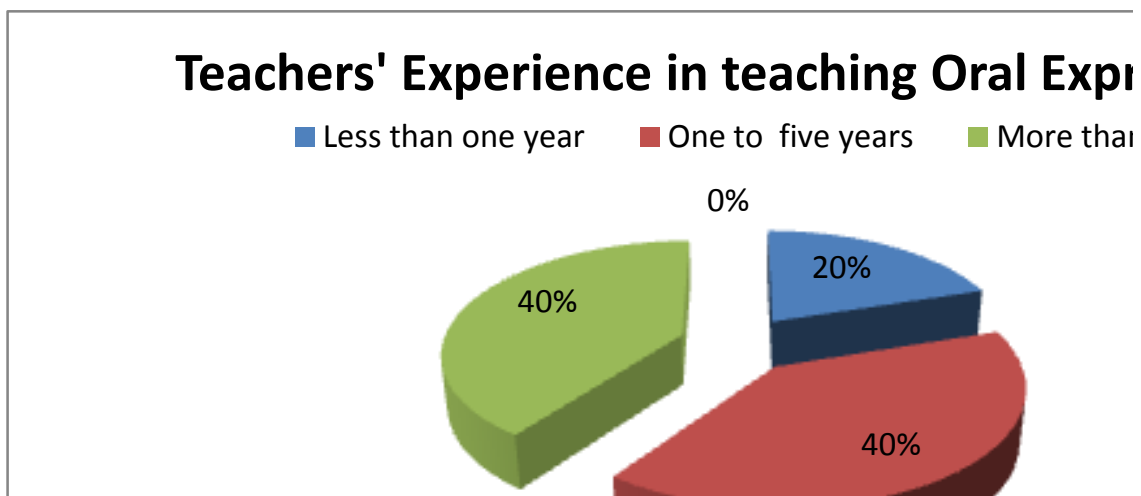
Pie-Chart 3.21.: Teachers' Experience in teaching Oral Expression

The table and the pie-chart above show that (02) teachers said that they have been teaching Oral Expression from one to five years; that is: 40% of the respondents. this result also appears at an Experience of Five or more years in teaching Oral Expression. Lastly, only one of the teachers has an experience of less than one year.

II. Section Two: Teachers' opinions about the incorporation of F-T-F Interaction Activity in the Oral Expression course

1. Teachers' opinions about the effectiveness of F-T-F Activity in developing learners' Intercultural Competence.
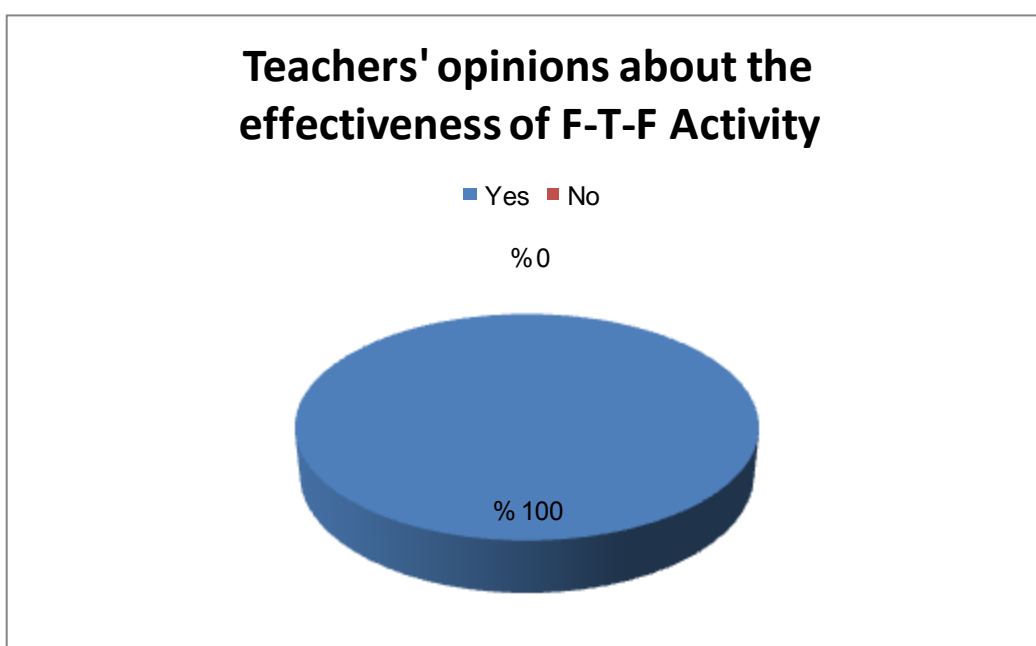
Pie-Chart 3.22.: Teachers' opinions about the effectiveness of F-T-F Activity

In this question item, we notice that all the teacher (100%) agreed that Face-To-Face Interaction Activity develops learners' Intercultural Competence.

2. The frequency of using F-T-F Activity in the classroom.
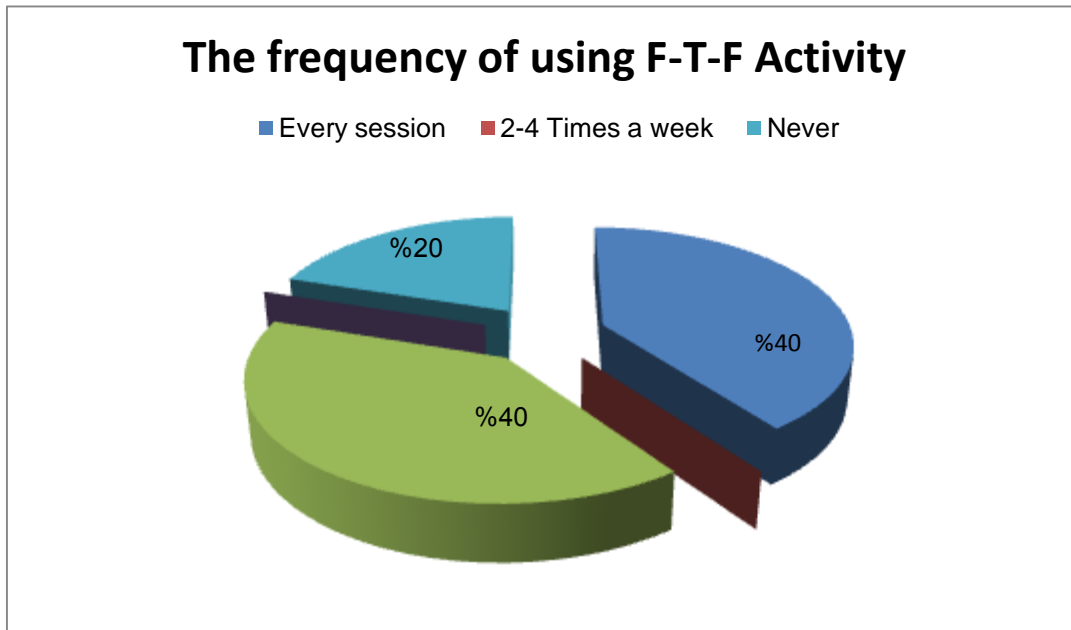
Pie-Chart 3.23.: The frequency of using F-T-F Activity

As it is demonstrated above, Forty percent (40%) of the teachers use F-T-F Activity every session. The same percentage appears in the third option; that is: "once a week". However, only one teacher who said he had "never" used F-T-F Interaction Activity. The teacher goes on to say that there is no time available for such task.

3. Ways of Setting groups for F-T-F Activity
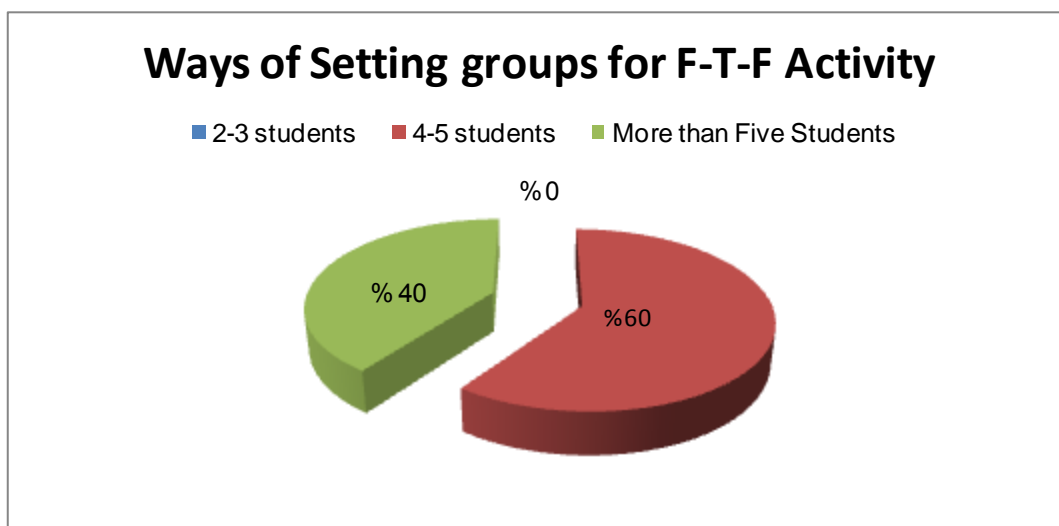
Pie-Chart 3.24.: Ways of Setting groups for F-T-F Activity

The table and the pie-chart above show that (03) teachers said that they set groups from four to five students for F-T-F Activity; that is: 60% of the respondents. However, two of them (40%) said that they set groups of more than five students.

4. Ways of monitoring groups
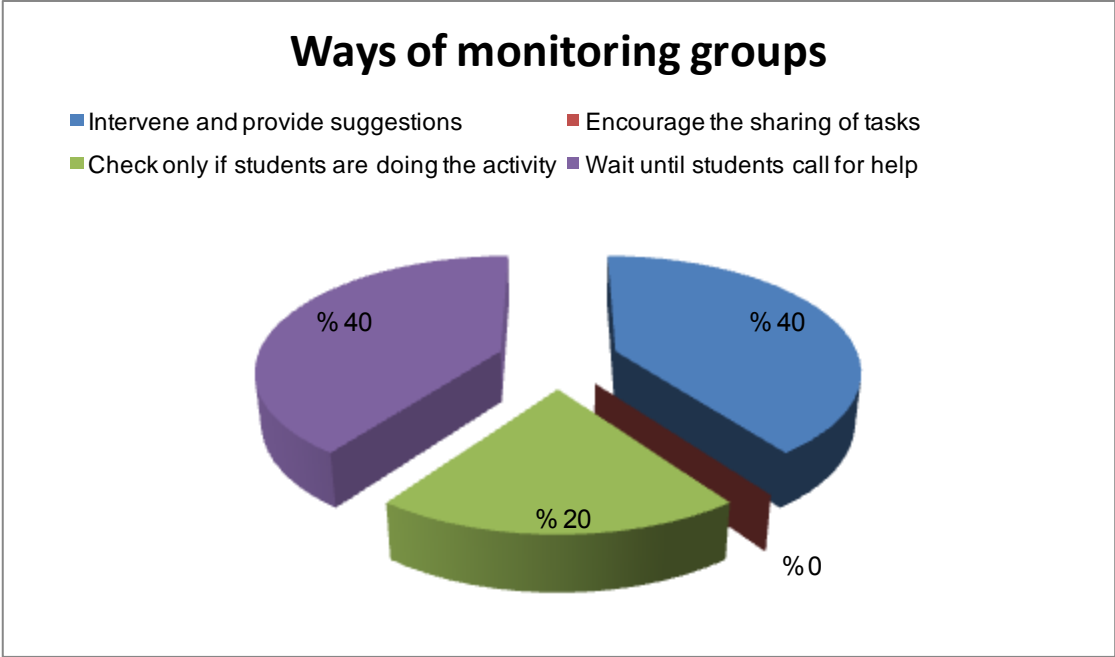
Pie-Chart 3.25.: Ways of monitoring groups

Teachers of Oral Expression said that while doing F-T-F Activity, they intervene and provide suggestions. This has received a percentage of 40% of the respondents. the same percentage appears at the option where teachers wait until students call for help. However, only one teacher said that she checks only if students are doing the activity. this latter has added another way which is giving non-verbal feedback.

5. Incorporating assessment and evaluation in Face-To-Face activity

Incorporating assessment and evaluation in Face-To-Face activity

■ yes ■ No

%0

% 100
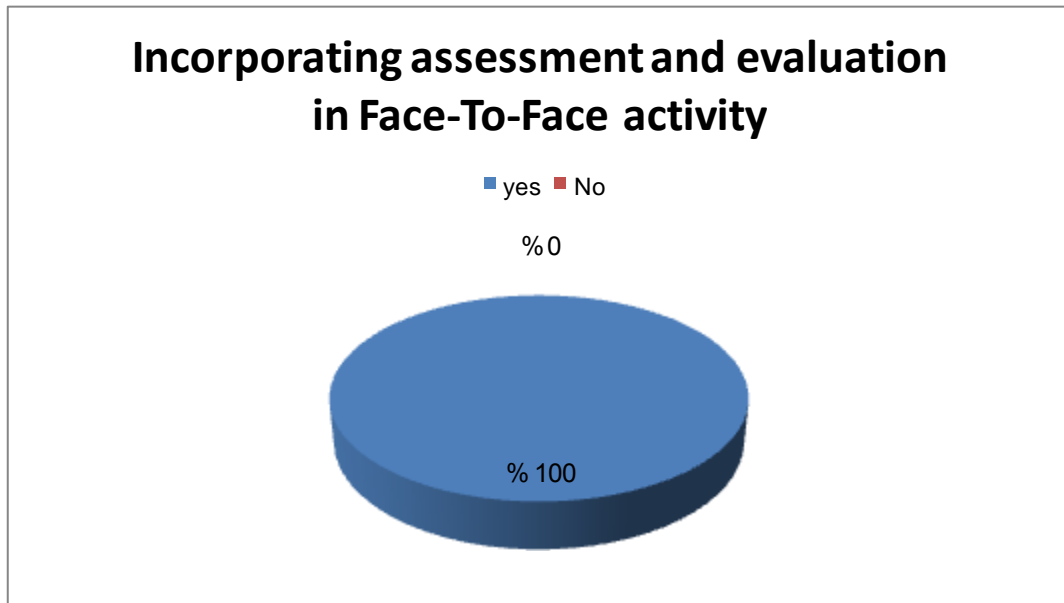
Pie-Chart 3.26.: Incorporating assessment and evaluation in Face-To-Face activity

In this question item, we notice that all the teachers (100%) agreed that they incorporate assessment and evaluation in Face-To-Face activity.

III. Section Three: teachers' responses about the incorporation of F-T-F Activity in the Oral Expression course

1. The effectiveness of F-T-F Activity to incorporate in the Oral Expression Course.

F-T-F Activity and the Oral Expression Course

■ Yes   ■ No

%0

% 100
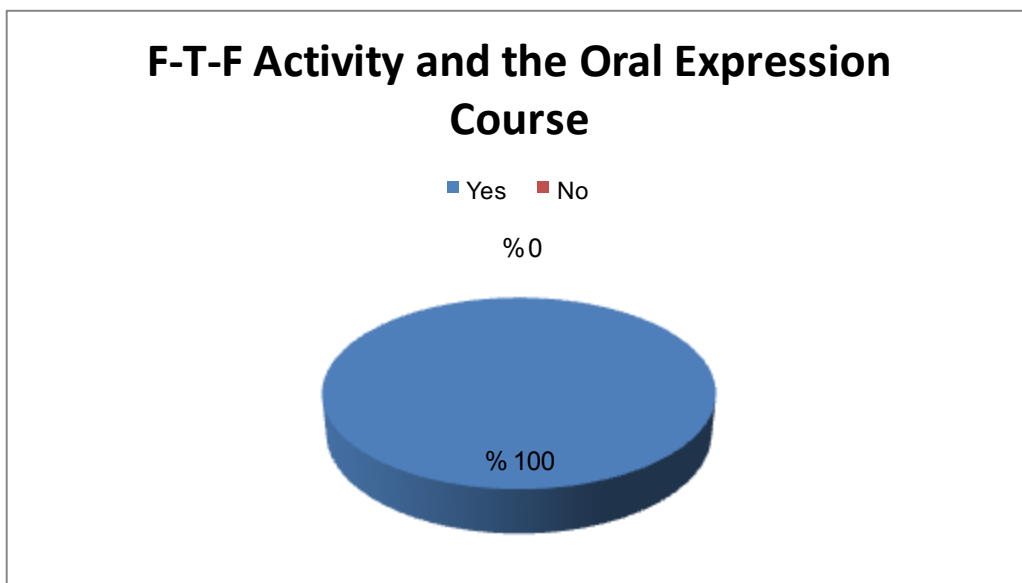
Pie-Chart 3.27.: F-T-F Activity and the Oral Expression Course

In this question, all the teachers (100%) said that F-T-F Activity is effective to incorporate in the Oral Expression Course.

2. Teachers' views about student's responses to F-T-F Activity

Teachers' views about students' responses to F-T-F Activity

■ Yes   ■ No

% 20

% 80
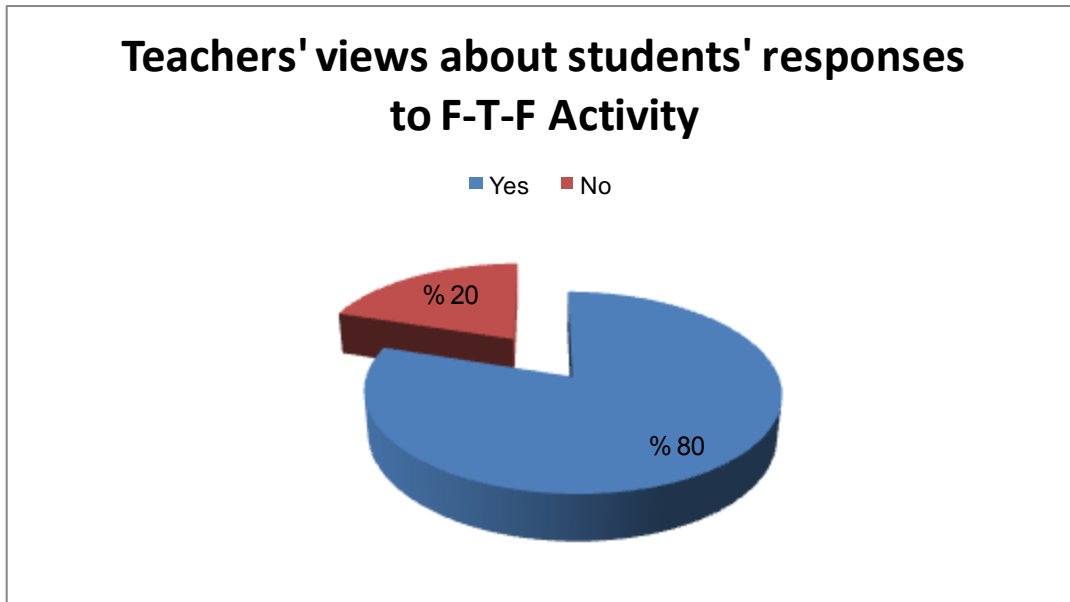
Pie-Chart 3.28.: Teachers' views about students' responses to F-T-F Activity

Most teachers view that students do respond to F-T-F Activity; this has been represented by a percentage of 80% of them. However, only one teacher said that his students do not respond to this kind of tasks.

3. Teachers' responses about students' motivation while doing to F-T-F Activity
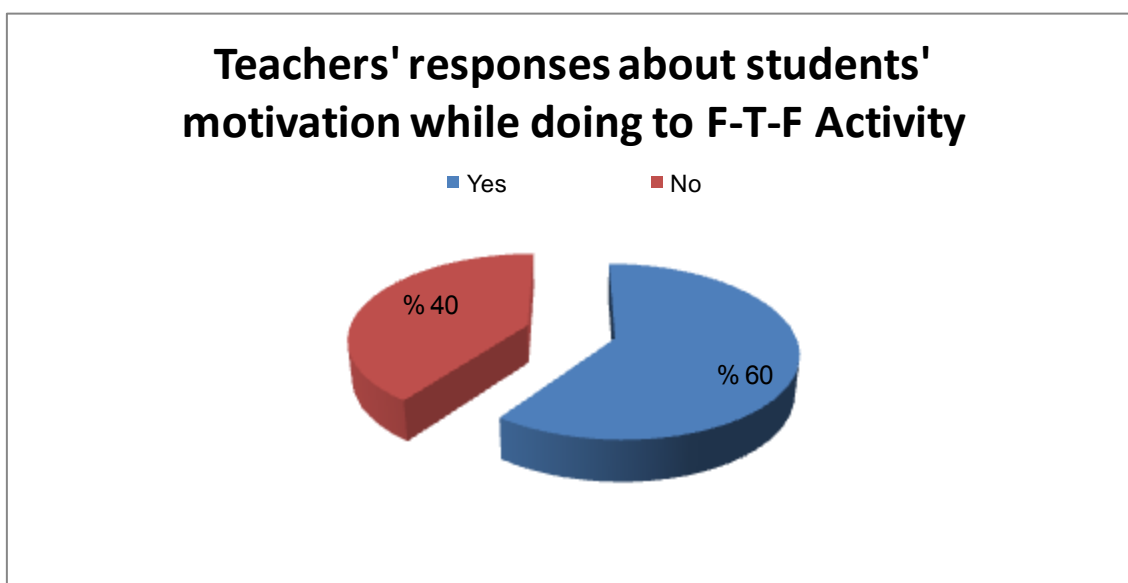
Pie-Chart 3.29.: Teachers' responses about students' motivation while doing to F-T-F Activity

According to the results shown above, (60%) of teachers said that their students are motivated while doing F-T-F Activity. On the other hand, (40%) of them declared that their students are not motivated. This view can be explained by the way how this activity is prepared and designed.

4. Teachers responses about students' problems while doing F-T-F Interaction Activity

	Number of Teachers	Percentage
Grammatical	03	60%
Vocabulary	01	20%
Pronunciation	01	20%
Lexical	00	00%
Total	05	100%

Table 3.30.: Teachers responses about students' problems while doing F-T-F Interaction Activity

Teachers' responses to this question item vary to include (60%) of them who declared their students' "Grammatical" problem while practising F-T-F Interaction Activity. In addition, Both the options "Vocabulary and Pronunciation problems" had received a percentage of 25% of the teachers. However, none of the teachers has opted for the "Lexical" problem to be encountered by students while doing F-T-F Activity.

5. Teacher's ideas, thoughts and suggestions.

In this question item, teachers were given a space to provide their ideas and suggestions about the effectiveness of incorporating F-T-F Interaction Activity in the Oral Expression Course and how this activity could develop their Intercultural Competence. Most of the students have agreed on the importance of including such activity in the Oral Expression Course. some had proposed some points to be taken into account while preparing or designing F-T-F Activity.

3. Interpretation of the Questionnaires results

3.1. Discussion of the Students' Questionnaire

The main aim of the questionnaire is to get students' opinions and responses about the incorporation of F-T-F Interaction Activity in the Oral Expression Course. The results of the questionnaires revealed that students feel motivated that they are studying English at the university (95%). Also, students think they are not fluent in English because of many problems, such as: linguistic problems, inability to use appropriate linguistic forms and lack of self-confidence.

Second year students of English said that they used to take Role plays (50%), Songs and Lyrics (25%), and Simulations (12%) as activities in the Oral Expression Course. Though their "sometime" participation (75%), students prefer "individual" and "pair and individual work" (30%)management as preferable classroom environment that we assume may improve their intercultural competence.

On the whole, the questionnaires administered in this research revealed that most students are likely to be motivated in studying English at the University; however, they unfortunately recognize that they are not fluent. This is possibly due to some factors such as: linguistic and psychological constraints in addition to the little knowledge of language use. Accordingly, we can conclude that students have a positive attitude towards incorporating F-T-F Activity in the Oral Expression Course.

3.2. Discussion of the Teachers' Questionnaire

The results of the teachers' questionnaire revealed that teachers think that Face-To-Face Interaction Activity can develop EFL Learners' Intercultural Competence (100%). This goes

with the hypothesis stated for this research. Teachers went more to say that they use F-T-F Interaction Activity Every session (40%) or at least once a week (40%).

Teachers' of Oral Expression said that they set groups of four to five students (60%). However, in monitoring these groups, teachers apply many ways, such as: Intervene and provide suggestions(40%) and let students do the task and wait until they call for help (40%). Lastly, all teachers (100%) agreed that they incorporate assessment and evaluation while practising F-T-F Interaction Activity.

All in all, we can say that teachers of Oral Expression at K.M.U.O. think that Face-To-Face Interaction Activity can develop EFL Learners' Intercultural Competence if it is well-designed and well-prepared to be incorporated in the Oral Expression Course.

Conclusion

In this chapter, we believe that we have applied the appropriate methodology which is commonly used by most researchers in similar cases of study. We have begun the chapter by describing the aim and the population on which the research is based. Then, we presented a description of the data collection methods and tools which we have been used including: Students' Questionnaire, Teachers' Questionnaire. In the second part of the chapter, the researchers discussed the results obtained from the collected data used in this study. We have started by the analysis of the students' questionnaire; then, we have analysed the results of the teachers' questionnaire. In other words, we have interpreted and compared the achievements of students' and teachers' questionnaires. As a matter of fact, the results showed that there is a considerable acceptance, from both of students and teachers, of the effectiveness of F-T-F Activity to improve EFL Learners' Intercultural Competence and; thus, to be incorporated in the Oral Expression Course.

Chapter Five
Conclusion and Recommendations

1. Introduction

This chapter is devoted to a summary of the major findings obtained from this study, the limitations of the study which have been faced by the researchers, suggestions for further research, and based on the findings obtained, we have proposed implications of the present study.

2. Summary of the Major Findings

As a matter of fact, the results showed that there is a considerable acceptance, from both of students and teachers, of the effectiveness of F-T-F Activity to improve EFL Learners' Intercultural Competence and; thus, to be incorporated in the Oral Expression Course. The results of the teachers' questionnaire revealed that teachers think that Face-To-Face Interaction Activity can develop EFL Learners' Intercultural Competence. Teachers went more to say that they use F-T-F Interaction Activity Every session. Similarly, students have shown a positive attitude towards incorporating F-T-F Activity in the Oral Expression Course.

3. Limitations and Suggestions for Further Research

Though they did not have sufficient time to implement F-T-F Interaction Activity in the Oral Expression Course, the researchers had opted for a qualitative research so that they have insights and opinions from both teachers and students and derive results and recommendations from them.

4. Implications of the Study

Based on the results achieved from both Teachers' and Students' questionnaires and taking into account their opinions and responses about the incorporation of F-T-F Activity in the Oral Expression Course, we have ended up with the following recommendations:

1. Teachers should take into consideration students' preferences while preparing Face-To-Face Interaction Activity, such as: classroom management;
2. Teachers should monitor groups effectively so that the task would be fruitful;
3. Teachers should engage students in real discussions and motivate them in doing the task;

4. Since the aim of the research is to describe the effectiveness of incorporating F-T-F Activity in developing learners' intercultural competence, teachers should effectively use authentic materials. This could be achieved through the availability of audio-visual aids and realia;

5. Teachers should involve learners in cooperative learning to enrich their knowledge about the target culture while interacting with each other. This includes activities such as pair and group work; and,

6. Teachers should get acquainted with Face-To-Face Activity and update their knowledge about the target culture (i.e. Intercultural Competence).

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Appendices
Appendix 1
Students' Questionnaire

I am Rahali Chaabane, (Master 2 student) and I am conducting a research about Developing Intercultural Competence at Kasdi Merbah University for my master dissertation. One part of the research includes finding out how much Face-To-Face Interaction develop Intercultural Competence at the Foreign Languages Department. I would appreciate if you could participate in this questionnaire. Your point of view as a learner of English is what we really seek to investigate.   *Thank you!*

Guidelines for answering the questions:

For each question, please tick the box or write in the space provided.

<u>**Section one:**</u> **Personal Information:** Please Specify.

1. Age: ……………………………………………………………………………….

2. Gender: Female ☐   Male ☐

3. How many years have you been studying English (including this year)?
   …………………………………………………………………………………..

4. How many years have you been studying the English culture course (including this year)?
   …………………………………………………………………………………..

5. Was studying English at the university your first choice?
   Yes   ☐   No   ☐

6. Do you feel motivated that you are studying English?
   Yes   ☐   No   ☐

7. If your answer to the previous question is (No), is it because:
   a. Other interests and expectations……………………………….. ☐
   b. You have a negative attitude towards the English culture…………☐
   c. The huge difference between your culture and the English culture..☐

8. Do you consider yourself fluent in English?
   Yes   ☐   No   ☐

9. If no, is it because of:
   a. Linguistic problems..☐
   b. Inability to use appropriate linguistic forms...........☐
   c. Lack of self-confidence...☐

<u>Section two:</u> Students' responses about the activities taken in the Oral Expression course.

1. Which of the following tasks do you take in the Oral Expression course:
   a) Role plays... ☐
   b) Simulations... ☐
   c) Songs and Lyrics... ☐
   d) Guessing Games.. ☐
   e) problem-solving Tasks.. ☐

2. Do you participate in classroom discussion: (tick the appropriate answer)?
   a) Always.. ☐
   b) Sometimes.. ☐
   c) Never.. ☐
   d) Just when the teacher addresses you................................ ☐

3. What kind of follow-up activities do you prefer after learning some cultural elements?
   (List them in order of preference from 1 ⟶ 5).
   a) Quizzes and tests.. ☐
   b) Information gap activities.. ☐
   c) Listening to texts and comprehension check.................... ☐
   d) General classroom debate or group discussions................ ☐
   e) Problem-solving practice... ☐

4. What kind of classroom management do you prefer? (List them in order of preference from 1 ⟶ 4).
   a) Work individually... ☐
   b) Pair work... ☐
   c) Group work... ☐
   d) Whole class teaching... ☐

5. Do you consider yourself fluent at English?
   a) Yes…………………………………………………….…. ☐
   b) No…………………………………………………..……. ☐

Section three: Students' Preferences about Face-To-Face[1] Interaction Activity.

1. Do you think that Face-To-Face Interaction develops your intercultural competence?
   a) Yes..☐
   b) No..☐

2. Do you think that Face-To-Face Activity would be effective to incorporate in the Oral Expression course?
   a) Yes...☐
   b) No...☐

3. Do you feel motivated while doing this activity?
   a) Yes...☐
   b) No...☐

4. What kind of problems do you encounter while doing the Face-To-Face Interaction Activity
   a) Grammatical...☐
   b) Vocabulary...☐
   c) Pronunciation.......................................☐
   d) Lexical...☐

5. Any ideas, thoughts, or suggestions, please provide us with.

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

Thanks for Your Help

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[1] Face-To-Face Interaction is a communicative task in which Foreign Language Learners interact with a native speaker about an issue and the aim is to interact effectively.

Appendix 2

Teacher's Questionnaire

I am Rahali Chaabane, (Master 2 student) and I am conducting a research about Developing Intercultural Competence at Kasdi Merbah University for my master dissertation. One part of the research includes finding out how much Face-To-Face Interaction develop Intercultural Competence at the Foreign Languages Department. I would appreciate if you could participate in this questionnaire. Your point of view as a teacher of Oral Expression Course is what we really seek to investigate.

Thank you!

Guidelines for answering the questions:

For each question, please tick the box or write in the space provided.

<u>Section one:</u> **Personal Information:** Please Specify.

1. What degree do you hold?

    a) Licence / B.A .... ☐

    b) Master .... ☐

    c) Magister / M.A. .... ☐

    d) Doctorat / Ph.D. .... ☐

2. How long have you been teaching Oral Expression at the university?

    a) Less than one year.. ☐

    b) From one to five years.................................... ☐

    c) More than five years...................................... ☐

<u>Section two:</u> Teachers' opinions about the incorporation of Face-To-Face[2] activity

1. Do you think that Face-To-Face Interaction develops learners' intercultural competence?

    c) Yes... ☐

    d) No.. ☐

2. How often do you use Face-To-Face Interaction in the classroom activities?

    a) Every session .... ☐

    b) 2 - 4 times a week .... ☐

    c) About once a week .... ☐

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[2] Face-To-Face Interaction is a communicative task in which Foreign Language Learners interact with a native speaker about an issue and the aim is to interact effectively.

d) About once a month ....☐

e) Never ....☐

* If once a month or never, could you say why?

....

....

....

3. How many students do you set in each group?

a) 2 – 3 students ....☐

b) 4 – 5 students ....☐

c) More than 5 students ....☐

4. During the Face-To-Face activity, how do you monitor the groups ?

a) Intervene and provide suggestions............................☐

b) Encourage the sharing of tasks..................................☐

c) Check only if students are doing the activity.............☐

d) Wait until students call for help................................☐

* If there are others, can you specify please?

....

....

....

5. Do you incorporate assessment and evaluation in Face-To-Face activity?

a) Yes..☐

b) No..☐

Section three: Teachers' responses about the incorporation of Face-To-Face activity

1. Do you think that Face-To-Face Activity would be effective to incorporate in the Oral Expression course?

c) Yes...☐

d) No..☐

2. In your view, do your students respond to this kind of activity?

a) Yes...☐

b) No..☐

* If no, why?

....

....

....

3. Do you notice that all your students are motivated while doing this activity?

      c) Yes...☐

      d) No...☐

4. What kind of problems do you notice while students are doing the Face-To-Face

    Interaction Activity

      e) Grammatical..☐

      f) Vocabulary...☐

      g) Pronunciation...☐

      h) Lexical..☐

5. Any ideas, thoughts, or suggestions, please provide us with.

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Thanks for Your Help

Abstract

Language and culture are two inseparable entities; therefore, learning culture is as important as learning the foreign language itself. As a matter of fact, it has been assumed that second year licence students of English at Kasdi Merbah University of Ouargla are not well-versed in the culture of the English language and its related aspects. The present dissertation attempts to provide Face-To-Face Interaction Activity as an activity which might be incorporated in the Oral Expression Course under the aim of developing learners' Intercultural Competence. Accordingly, a hypothesis was tested for that whether incorporating such activity (i.e.: F-T-F Activity) in the Oral Expression Course will develop EFL Learners' Intercultural Competence. To confirm or reject the aforementioned hypothesis, a sample of Forty students were chosen from Second Year students of English for the qualitative study and Five teachers of Oral Expression. This study was launched by the administration of Students' and Teachers' tests to have their opinions and responses about the incorporation of F-T-F Interaction Activity in the Oral Expression Course in order to develop learners' Intercultural Competence. Lastly, the qualitative findings obtained in this research indicate that the EFL Learners' Intercultural Competence will be developed through the incorporation of F-T-F Interaction Activity, if it is well-designed and well-prepared, in the Oral Expression Course.

Key words: Face-To-Face Interaction Activity, Oral Expression, EFL, Intercultural Competence

الملخـــــــــص

اللغة والثقافة كيانان متلازمان لا يمكن فصلهما. لذا فتعلم ثقافة لغة ما لا يقل أهمية عن تعلم اللغة نفسها. في واقع الأمر فقد تم افتراض أن طلاب السنة الثانية جامعي تخصص لغة انجليزية جامعة قاصدي مرباح ورقلة ليست لهم دراية كافية حول ثقافة اللغة الإنجليزية. لذلك يحاول الباحث في هذه الأطروحة تقديم نشاط التفاعل الشفهي وجها لوجه كنشاط يمكن إدراجه في مقياس التعبير الشفهي بهدف تطوير كفاءة الحوار ما بين الثقافات للمتعلمين. وفقا لذلك فقد أجرينا دراسة استبيانية تتعلق بكل من الطلبة و الأساتذة بغرض معرفة مدى تأثير إدراج هذا النشاط في مقياس التعبير الشفهي على تطوير كفاءة مابين الثقافات. قمنا بتوزيع استمارات استبيانية على أربعين طالبا و خمسة أساتذة بغرض الحصول على آرائهم وانطباعاتهم حول مدى أهمية إدراج هذا النشاط. النتائج المتحصل عليها تشير إلى أن كفاءة الحوار والتفاعل يمكن تطويرها عن طريق إدراج هذا النشاط وذلك إذا تم الإعداد الدقيق وكذا التصميم الجيد له.

الكلمات المفتاحية: نشاط التفاعل الشفهي وجها لوجه، التعبير الشفهي، الإنجليزية كلغة أجنبية، كفاءة الحوار ما بين الثقافات.

Résumé

La langue et la culture sont des deux entités inséparable. Pour cela l'apprentissage d'une langue et de même importance que l'apprentissage de la langue elle-même. On effet, on a proposé que les étudiants de deuxième année universitaire spécialité anglaise de l'université de Ouargla manquent de connaissance suffisante concernant la culture de la langue Anglaise. Le chercheur dans ce cas essaye de présenter l'activité de l'interaction Face à Face comme une activité a intégré dans le module de l'expression orale. L'objective est d'améliorer la compétence interculturelle. Le chercheur a fait une étude descriptive de quarante étudiants et cinq enseignants d' Expression Orale. Les résultats obtenus montrent qu'on peut améliorer et développer la compétence interculturelle des étudiants a condition que cet activité (l'activité de l'interaction Face à face) a été bien préparé.

Mots clé: l'activité de l'interaction Face à Face, L'Expression Orale, La compétence interculturelle, L'Anglais comme une langue étrangère.