



**MOHAMED BOUDIAF UNIVERSITY OF M'SILA. ALGERIA**  
**FACULTY OF LETTERS AND LANGUAGES**



**THEORETICAL AND APPLIED LINGUISTIC STUDIES**  
**LABORATORY**

# *Certificate of Participation*

*This is to certify that*  
**Dr. Karima LADJEL** From *Zian Achour University, Djelfa*

*Participated in the Online International Conference on Teaching and Learning Culture in Foreign Language Class in Globalization Era held on 27-28 March, 2022 with a virtual presentation entitled:*

***An Intercultural Based Instructional Framework to Foster EFL Students Communication Skills***



**Dr. Assia Baghdadadi**  
**Conference Chair**



**Dr. Saïf Ghilouss**  
**Laboratory Chair**



MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
MOHAMED BOUDIAF UNIVERSITY OF M'SILA  
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***PROGRAM OF THE ONLINE INTERNATIONAL CONFERENCE***

**TEACHING AND LEARNING CULTURE IN  
FOREIGN LANGUAGE CLASS IN  
GLOBALIZATION ERA**

***27-28 /03/ 2022***

**Day One (27/03/2022)**  
**Opening Ceremony 9:00-10h00**

**Google Meet link:** <https://meet.google.com/vcw-cdny-gfh>

**Main Hall: Plenary Session**  
**10h00-11h45**

**Moderator: Pr. Linda Belabdelouahab-Fernini**

<b>Dr. Frances Amrani.</b> (Girton College. University of Cambridge, UK)	<i>People Separated by a Common Language: Discovering the Impact of Culture on Language</i>	<b>10h00-10h45</b>
<b>Dr. Youssif Zaghwan Omar</b> (University of Benghazi, Libya)	<i>Semantic Features of Words in Various Cultural Situations</i>	<b>10h45-11h00</b>
<b>Dr. Jessica Kirchhofer</b> (Bremerton and Poulsbo Western Washington University, Washington)	<i>Home/School Connections: The Transactive Nature of Learning Language and Culture</i>	<b>11h00-11h15</b>
<b>Dr. Kangmo Lim</b> (Hanyang Women's University 延희(CEO) at YouWho, Inc )	<i>The Importance of Learning Transforming Culture in Global English</i>	<b>11h15-11h30</b>
<b>11h30-11h45 Discussion</b>		

**Panel 01: Culture Education and Globalization**  
**Main Hall: 12h00 -13h35**

**Google Meet link: <https://meet.google.com/skv-vbyn-aqn>**

**Moderator: Hicham BOUKHACHBA**

<b>Dr. Djamila BENCHENNANE.</b> University Mustapha Stambouli, Mascara	<i>The Gift of Language: Understanding Cultures</i>	<b>12h00-12h10</b>
<b>Dr. Mourad Touati.</b> Mohamed Boudiaf University, M'sila	<i>EFL Learning and the Problematic of Culture in a Globalized World</i>	<b>12h10-12h20</b>
<b>Dr. Ouldayerou Saadia.</b> University Mustapha Stambouli University, Mascara	<i>Crossing the Blurred Line: Students' Perceptions towards Culture, Civilization and History</i>	<b>12h20-12h30</b>
<b>Dr. Wafa AGGOUN.</b> Batna 2 University	<i>A Theoretical Reflection on Cultural Immersion in ESL/EFL Teaching</i>	<b>12h30-12h40</b>
<b>Dr. Amaria Mehdaoui &amp; Dr. Tahar MOULAY</b>  Saida University	<i>Are we Preparing our Students for a Monolingual Multicultural Globalized World?</i>	<b>12h40-12h50</b>
<b>Khadidja Kouicem.</b> Constantine 1 University	<i>Mechanisms for Promoting Cultural Diversity in EFL Classrooms</i>	<b>12h40-12h50</b>
<b>Benmadani Sara,</b> Abbes Laghrour University, Khenchela <b>Dr. Djafri Leila,</b> Batna2 University	<i>Promoting English as a foreign Language Learners' Intercultural Communicative Competence: Teachers' Perceptions</i>	<b>12h50-13h00</b>
<b>Asma BOUDJELAL</b> Blida 2 University	<i>Socio-cultural Competence among Algerian EFL Teachers: An Exploratory study investigating the level of Social and Cultural understanding of the Target Language among Algerian EFL Teachers within Secondary Education</i>	<b>13h00-13h10</b>
<b>FADEL Houda</b> Mohamed Lamine Debbaghine University, Setif 2	<i>Teachers' Perspectives towards the Impact of Globalization on Promoting their Role in Developing Learners' Cultural Awareness in the EFL Classroom</i>	<b>13h10-13h20</b>

**13h20-13h35 Discussion**

**Panel 02: Multimedia & ICTs in Language Classroom**  
**Conference Room: 12h00 -13h35**

**Google Meet link: <https://meet.google.com/fxe-qaqr-iyq>**

**Moderator: Dr. Fouzia ROUAGHE**

<b>Dr. Fatima-Zohra Semakdji</b> Frères Mentouri University, Constantine 1	<i>Fostering Students' Intercultural Communicative Competence through ICTs: Evaluation of ICT Resources Availability and Utilization for Teaching and Learning Culture in the Algerian EFL Class</i>	<b>12h00-12h10</b>
<b>Dr. Maroua ROGTI &amp; Dr. Maria BEY BOUMEZRAG</b> Ecole Normale Supérieure, Laghouat	<i>The Enhancement of Higher Order Thinking Skills (HOTS) through Hypermedia Learning Tools</i>	<b>12h10-12h20</b>
<b>Dr. Lila Messaoudi</b> University Mustapha Stambouli, Mascara	<i>Teaching Culture through Literature and Film Adaptation: Visual Media as the New Tool for Teaching Culture.</i>	<b>12h20-12h30</b>
<b>Benhmeida Mohamed Ala Edine</b> Abdelhamid Ibn Badis University, Mostaganem	<i>Fanfiction Platforms as E-learning Resources in the Algerian Context: Fanfiction.net as a Case Study</i>	<b>12h30-12h40</b>
<b>Mohammed El Amin Ghoues,</b> Oum El Bouaghi University	<i>Using an Interactive Website to Teach EFL Learners Collocations through Listening to Podcasts</i>	<b>12h40-12h50</b>
<b>Saadia Bachir</b> Mohamed Cherif Messadia Soukahrass University	<i>Web Openings to Implicit Learning and Natural Settings in Foreign language learning, towards a Reflective Autonomous Language Acquisition</i>	<b>12h40-12h50</b>
<b>Zine Amel</b> Mohamed Boudiaf University, M'sila	<i>The Role of Visuals in Teaching Culture to EFL Learners</i>	<b>12h50-13h00</b>
<b>Belhouchet Khawla &amp; Dr. Ounis Salim</b> Abbes Laghrour University, Khenchela	<i>The Impact of Online Platforms in Enhancing Learners' Cultural Competence</i>	<b>13h00-13h10</b>
<b>Abdelhadi Ahmed Chadli</b> Mohamed Ben Ahmed University, Oran 2	<i>The Impact of Netflix Tv Shows and Movies on Developing Students Intercultural Communicative Competence: Case of second year EFL Students at Naama University</i>	<b>13h10-13h20</b>
<b>13h20-13h35 Discussion</b>		



**Panel 03: French presentations**  
**Conference Room: 12h00 -14h30**

**Google Meet link: <https://meet.google.com/pgw-yktr-bwa>**

**Moderator: Dr. Lynda Zaghba & Dr. Fouzia AMROUCHE**

<b>Jean-Paul Narcy-Combes</b> Professeur émérite des Universités Sorbonne nouvelle - Paris 3	<i>Comportements transculturels et réflexion interculturelle</i>	<b>12h00-12h10</b>
<b>Prof. Kadik Djamel</b> Université de Médéa	<i>De la littérature en classe de langue étrangère. lecture, écriture et savoirs. Le cas de la langue française</i>	<b>12h10-12h20</b>
<b>Dr. Imene MILOUDI.</b> Université El Bachir el Ibrahimy, BBA	<i>Compétence linguistique/ interculturelle en classe de FLE : quelles actions privilégier dans une perspective interculturelle ?</i>	<b>12h20-12h30</b>
<b>Dr. Keltoum SOUALAH.</b> Université El Bachir el Ibrahimy, BBA <b>Nouzha AIT AISSA.</b> Université de Mostafa Ben BoulAid, Batna 2	<i>La culture à la croisée de la traduction : enseignement/apprentissage du texte littéraire traduit. Cas Manuel scolaire de deuxième année moyenne</i>	<b>12h30-12h40</b>
<b>Dr. Abla HOUICHI</b> Université de M'sila	<i>Mondialisation et réalité plurielle de l'éducation culturelle</i>	<b>12h40-12h50</b>
<b>Dr. Siham FERAHTIA</b> Université de M'sila	<i>Le manuel scolaire algérien à l'ère des réformes : Quelle place accorde-t-on à la culture algérienne ?</i>	<b>12h50-13h00</b>
<b>Dr. Lamia HADJAB</b> Université de M'sila	<i>Le nouveau roman algérien comme support didactique efficace pour l'enseignement de l'interculturel</i>	<b>13h00-13h10</b>
<b>Dr. Kahina AMARI</b> Université de M'sila	<i>la lexicographie culturelle: Une nouvelle dimension manifestée par la langue</i>	<b>13h10-13h20</b>
<b>Dr. Lynda ZAGHBA</b> Université de M'sila	<i>L'étudiant de licence français face à la culture de l'Autre : réalité et attitudes</i>	<b>13h20-13h40</b>
<b>Dr. Ryma BENKHELIL</b> Université de M'sila	<i>La réception des expressions idiomatiques par des apprenants arabophones du FLE en matière de Compréhension et expression orale</i>	<b>13h40-13h50</b>
<b>BENHADJ AHMED AMINE</b> Université de M'sila <b>Dr. Lynda ZAGHBA</b> Université de M'sila	<i>La manifestation culturelle dans les supports pédagogiques des manuels scolaires du secondaire en Algérie</i>	<b>13h50-14h00</b>
<b>14h00-14h30 Discussion</b>		

**Panel 04: Innovative Methods in Teaching Language, Civilization & Literature**  
**Main Hall: 14h00 -15h35**

**Google Meet link: <https://meet.google.com/nxt-jqkn-nks>**

**Moderator: Dr. Abir Soundous GHASKIL**

<b>Dr. Manel Mizab</b> Tebessa University	<i>Transcending Theorizing About Intercultural Language Teaching: Experience Sharing</i>	<b>14h00-14h10</b>
<b>Dr. Asma Bouderbala</b> Batna 2 University	<i>The Integration of the Intercultural Approach in EFL Classroom</i>	<b>14h10-14h20</b>
<b>Dr. Djihane Mellit</b> ENS, Setif	<i>Fostering Students' Cross Cultural Understanding through the use of Films. Case of Third Year licence Students at Setif 2 University</i>	<b>14h20-14h30</b>
<b>Dr. Ounissa. CHIOUKH-AIT BENALI</b> Béjaia University	<i>Cultural Context and the Students' Creative Writings /Poems in a Class of Literature</i>	<b>14h30-14h40</b>
<b>Dr. Hanaà Berrezoug</b> Moulay Tahar University, Saida	<i>The Literature Class as an Agent of Social Change</i>	<b>14h40-14h50</b>
<b>Sara Zouaoui</b> Bejaia University	<i>Using Short Stories as a Technique to Develop Intercultural Competence among EFL Students</i>	<b>14h50-15h00</b>
<b>Halima BOUALLI</b> Oum el Bouaghi University <b>Asma BOUDIAF</b> Khenchla University.	<i>Developing Intercultural Communicative Competence in a Differentiated Instruction Classroom: Case Study of Algerian EFL Secondary Schools.</i>	<b>15h00-15h10</b>
<b>Sid Ali SELAMA</b> Graduate School of Applied Sciences, Algiers <b>Messaouda LADINI</b> M'sila University	<i>Critical Intercultural Competence in ESP Course: A Key Factor for Professional Integration</i>	<b>15h10-15h20</b>

**15h20-15h35 Discussion**

**Panel 05: Innovative Methods in Teaching Language, Civilization & Literature**  
**Conference Room: 14h00 -15h30**

**Google Meet link:** <https://meet.google.com/orb-yzto-ybr>

**Moderator: Dr. Lemya BOUGHOUAS**

<b>Pr. Linda Belabdelouahab-Fernini</b> University of M'Sila	<i>An Innovative Trend and Approach to Teaching American Civilization</i>	<b>14h00-14h10</b>
<b>Dr. Amaria FEHAIMA</b> University of Temouchent	<i>Testing the Effectiveness of an Integrative Approach in Teaching Literary Texts: Case of EFL Learners in the University of Tlemcen.</i>	<b>14h10-14h20</b>
<b>Dr. Karima LADJEL</b> Zian Achour University, Djelfa	<i>An Intercultural Based Instructional Framework to Foster EFL Students Communication Skills</i>	<b>14h20-14h30</b>
<b>Dr. Rawiya KOUACHI</b> Mohamed Lamine Debaghine University, Setif 2	<i>Boosting Learners' Intercultural Communication through Teaching Electronic literature in Globalization Era: Perspectives and Challenges</i>	<b>14h30-14h40</b>
<b>Dr. Lila Messaoudi</b> University Mustapha Stambouli, Mascara	<i>Teaching Culture through Literature and Film Adaptation: Visual Media as the New Tool for Teaching Culture</i>	<b>14h40-14h50</b>
<b>Dr. Assia Baghdadi</b> University of M'Sila	<i>Integrating ICT-aided Collaborative Learning in Civilization Instruction</i>	<b>14h50-15h00</b>
<b>Sabrina SLIMI</b> Béjaia University	<i>Using Literature Circles to Develop Students' Intercultural Competence: Teachers' Perspectives and Reflections</i>	<b>15h00-15h10</b>
<b>15h10-15h30 Discussion</b>		



**Day Two (28/03/2022)**

**Panel 06: Language Use and Intercultural Communication  
Main Hall: 10h00 -12h15**

**Google Meet link: <https://meet.google.com/msc-yeot-eov>**

**Moderator: Dr. Abderrazak Ghafsi**

<b>Dr. Salwa Shams</b> Kuwait University	<i>EFL Classroom: Intercultural Communication in Emerging Global Society</i>	<b>10h00-10h15</b>
<b>Dr. Tayeb MEHDI</b> Hassiba BENBOUALI University, Chlef <b>Dr. Sarah MEHARET</b> Hassiba BENBOUALI University, Chlef	<i>A Holistic Approach to Empower the Human Mind to avoid Toxic Language in an Educational Context.</i>	<b>10h15-10h25</b>
<b>Dr. Nasser SENHADJI</b> University of Bejaia	<i>The Relationship between Language and Culture</i>	<b>10h25-10h35</b>
<b>Dr. Soraya ZIDANI</b> Batna 2 University	<i>More Than English: Teaching Culture in EFL Oral Expression Classes</i>	<b>10h35-10h45</b>
<b>Dr. Ikram YUCEF</b> Mohamed Ben Ahmed, Oran2 University	<i>Algerian Overseas PhD Students in the UK: Issues of Ethnicity and Language.</i>	<b>10h45-10h55</b>
<b>Dr. Awicha BENABDALLAH</b> Higher School of Management, Tlemcen	<i>Culture in Business English Classroom: Matching the Learners' Needs to the Global Age</i>	<b>10h55-11h05</b>
<b>Islam Ben Adel</b> University of Limerick, Republic of Ireland	<i>Exploring Algerian EAP Teachers and Students' Pragmatics Awareness in English as an International Language (EIL)</i>	<b>11h05-11h15</b>
<b>Imane Daca</b> University of Limerick, Republic of Ireland	<i>Depicting the Effects of Study Abroad and Exchange Programs on Students' Intercultural Communicative Competence: Irish Context</i>	<b>11h15-11h25</b>
<b>Farah Sekkal</b> Abu Bekr Belkaid University, Tlemcen	<i>Effectiveness of Intercultural Approach in Culture Teaching: Case of 1st year EFL learner at the English Department in University of Tlemcen</i>	<b>11h25-11h35</b>
<b>Halima BOUMAZA.</b> Abbes Laghrour University, Khenchela <b>Dr. Mahboub MSSERHI</b> Abbes Laghrour University, Khenchela	<i>Scrutinizing Students and Teachers' Attitudes Towards the Impact of Culture-Based Content on EFL Learners' Intercultural Communicative Competence</i>	<b>11h35-11h45</b>
<b>Nadjat AGGOUNI</b> L'arbi Ben Mhidi. OEB University	<i>An Exploration of Intercultural Communicative Difficulties Encountered by Algerian EFL Learners When Interacting Orally in Study-abroad Context</i>	<b>11h45-11h55</b>

**11h55-12h15 Discussion**

**Panel 07: Teaching Materials & Assessment in Regards to Culture**  
**Conference Room: 10h00 -12h00**

**Google Meet link: <https://meet.google.com/voz-duin-bdz>**

**Moderator: Dr. Amine Abouchahid GHEZAL**

<b>Dr. Adulhameed A. Attelisi</b> Bani Waleed University, Libya	<i>EFL curriculum Design in the post-Coronavirus Era</i>	<b>10h00-10h10</b>
<b>Dr. Hicham Boukhechba</b> Ziane Achour University, Djelfa	<i>Towards the teaching of Social Media culture in EFL classes</i>	<b>10h10-10h20</b>
<b>Dr. Somia BOUDINAR</b> Mohamed Lamine Debaghine, Setif 2 University	<i>Intercultural Communication in ESP Syllabus: Teachers' Practices and Challenges at the Algerian Tertiary Level</i>	<b>10h20-10h30</b>
<b>Dr. Fouzia Rouaghe</b> Mohamed Lamine Debaghine University, Setif 2	<i>This is How Intercultural Communicative Competence Could Make the Difference</i>	<b>10h30-10h40</b>
<b>BARA Nesma</b> Abbes Laghrour University, Khenchela. <b>Dr. BAGHZOU Sabrina</b> Abbes Laghrour University, Khenchela	<i>Exploring EFL Teachers' and Learners' Perceptions of Challenges Faced While Developing Cultural Awareness</i>	<b>10h40-10h50</b>
<b>Dr. Sonya Yahmi- Imerzoukene</b> Béjaia University	<i>Is Culture Teaching Included in the Teacher Training Process? Case of Algerian Teachers of English in the Middle and Secondary School Levels</i>	<b>10h50-11h00</b>
<b>Fouzia ZIANE</b> M'sila University <b>Dr. Assia BAGHDADI</b> M'sila University	<i>Culture in the Core: An Exploration of the Challenges English Language Teachers Encounter when Integrating Target Culture</i>	<b>11h00-11h10</b>
<b>Dr. Souad Kheloufi</b> Mohamed Ben Ahmed, Oran 2 University	<i>Assessing Intercultural Competence among English University Students in Algeria</i>	<b>11h10-11h20</b>
<b>Abed Azzi Ahmed Walid</b> Hassiba Benbouali University, Chlef	<i>Cultural intelligence and teaching culture</i>	<b>11h20-11h30</b>
<b>Henen CHERIET</b> Mohamed Kheider University, Biskra <b>Dr. Ahmed Chouki Houadjli</b> Mohamed Kheider University, Biskra	<i>Assessing Cultural Learning in the EFL Classroom: A theoretical Framework</i>	<b>11h30-11h40</b>
<b>11h40-12h00 Discussion</b>		

**Main Hall: Plenary Session  
14:00h-16h30**

**Google Meet link:** <https://meet.google.com/zof-izto-awf>

**Moderator: Pr. Elkhiar ATAMNA**

<b>Pro. Emeritus Michael Byram</b> <i>(Durham University, UK)</i>	<i>The Value of Interculturality in Language Teaching and Education</i>	<b>14h00-14h45</b>
<b>14h45-15h00 Questions &amp; Answers</b>		
<b>Dr. Lamia NEMOUCHI</b> <i>(Durham University, UK)</i>	<i>Teaching Intercultural Competence in an Algerian University</i>	<b>15h00-15h30</b>
<b>15h30-15h40 Questions &amp; Answers</b>		
<b>Hon. Pro. H. Bruce Lee</b> <i>(Phoenix University, USA)</i>	<i>Communication without Meaning</i>	<b>15h40- 16h10</b>
<b>16h10-16h30 Discussion</b>		
<b>16h30 Closing Ceremony</b>		

## **AN INTERCULTURAL BASED INSTRUCTIONAL FRAMEWORK TO FOSTER EFL STUDENTS' COMMUNICATION SKILLS**

**Abstract.** Nowadays, language cannot be reduced to the direct teaching of linguistic skills like phonology, morphology, vocabulary, and syntax. The contemporary models of communicative competence show that there is much more to learning a language, and they include the vital component of cultural knowledge and awareness. In other words, to learn a language well requires knowing something about the culture of that language. Communication that lacks appropriate cultural content often results in humorous incidents, or worse, is the source of serious miscommunication and misunderstanding. Along this line of thought, the present investigation aims at implementing an intercultural based instructional framework to foster EFL students' communication skills (oral ones). It tends to test the causal relationship that exists between intercultural approach and communicative competence. To glean adequate data for this research, an experimental study was undertaken at the department of English; Djelfa university. The students in the experimental group were taught the English language in oral sessions using the intercultural approach. On the other hand, students in the control group were taught the same teaching module without the implementation of the intercultural approach. After the teaching sessions, both groups were provided with a test which examines their ability to respond to different situations of communication held by native speakers. The overwhelming bulk of the amassed data from the research instrument have yielded a wide range of insightful findings. This investigation confirmed that the implementation of the intercultural approach helps EFL students improve their critical cultural awareness which in turn is used to respond appropriately towards different situations of communications and avoid any conversational failures.

**Keywords:** Intercultural Approach, intercultural awareness, communication skills, conversational failures.

### **Summary**

In contemporary language education, the pedagogical landscape has evolved beyond the mere imparting of linguistic skills encompassing phonology, morphology, vocabulary, and syntax. Current models of communicative competence have expanded their purview to incorporate the indispensable dimension of cultural knowledge and awareness. Language acquisition is now acknowledged to necessitate an understanding of the culture associated with the language in question. This acknowledgment is rooted in the recognition that communication devoid of the appropriate cultural context can result in comical incidents or, more detrimentally, lead to serious miscommunications and misunderstandings. In light of this perspective, the present study embarks on the implementation of an intercultural-based instructional framework designed to enhance the oral communication skills of EFL students. The primary aim is to empirically investigate the causal relationship between the intercultural approach and communicative competence. To gather pertinent data for this inquiry, an experimental study was conducted within the Department of English at Djelfa University. The study's experimental group received instruction in the English language with a focus on oral communication using the intercultural approach, while the control group was taught the same module without this

particular instructional emphasis. Subsequently, both groups were assessed using a test designed to evaluate their ability to engage in and appropriately respond to various communication scenarios with native speakers.

The principal objectives of this research were to assess the impact of the intercultural approach on EFL students' communication skills and to discern whether it enhances their communicative competence. To collect and analyze data, an experimental design was employed, conducted at Djelfa University's Department of English. The experimental group was subjected to the intercultural approach during English language oral sessions, while the control group received instruction without the incorporation of the intercultural approach. Following the completion of the teaching sessions, both groups underwent a test designed to gauge their ability to navigate and respond to diverse communication situations with native speakers.

The study's findings offer valuable insights into the relationship between the intercultural approach and communicative competence among EFL students. The data reveal that the implementation of the intercultural approach effectively enhances students' critical cultural awareness. This heightened cultural sensitivity, in turn, equips them with the ability to respond appropriately to various communication scenarios, thereby minimizing the risk of conversational failures. For instance, students exposed to the intercultural approach exhibited a greater understanding of culturally specific nuances, enabling them to engage in more effective and culturally sensitive communication. These findings highlight the potential of the intercultural approach to significantly contribute to the development of EFL students' communicative competence.

The implications of this study underscore the critical role of the intercultural approach in EFL education. It advocates for the integration of intercultural elements into language teaching to promote cultural awareness and sensitivity. It is recommended that educators consider adopting and adapting the intercultural approach in their teaching practices, and institutions should provide training and resources to facilitate this integration. Furthermore, the findings emphasize the importance of situational and context-specific language instruction, which can better prepare students for real-world communicative challenges. Ultimately, the study underscores the significance of cultural knowledge in language learning and its pivotal role in fostering effective cross-cultural communication. These implications can significantly inform EFL pedagogy and contribute to more culturally competent and communicatively skilled language learners.

