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The Need for Integrating Authentic Audio-Visual Materials to Develop Intercultural Communicative Competence

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Résumé

Le développent de la compétence communicative interculturelle a toujours attiré les chercheurs en domaine de l'acquisition de la langage étrangère. A travers cette étude on a essayé de discuter quelques issues reliés à l'intégration du matériel pédagogique audio-visuels pour promouvoir la compétence en question des étudiants. Les résultats obtenus à travers l'échantillon d'enseignants et d'étudiants au département de la langue et littérature anglaise nous démontrent les attitudes positive de l'intégration de ces outils pédagogiques .

Mots clés:

Matériel audio-visuel, communicative compétence, compétence interculturel, culture

Abstract

Fostering students' intercultural communicative competence is a process that has intrigued researchers for so many years. This study attempts to shed light on some issues related to the integration of authentic audio-visual material in foreign language teaching to promote students' intercultural communicative competence.The research method of this research is descriptive. Thus, the data were collected by administering a questionnaire to a randomly selected (184) second-yearEnglish students at Batna-2 University and an interview with (08) teachers from the same department. The results indicated that both students and teachers at English department have positive attitudes towards the integration of authentic audio-visual material to promote students' intercultural communicative competence.

Key Words: Audio-visual materials, culture, communicative competence, intercultural communicative competence.

Introduction

Learners need to know much more about the country and people where the language they are learning is spoken. When learners are learning a foreign language, they are supposed to learn its culture at the time . According to Hennebry (2014), culture is the marginalized sister of the language" (p.135). The same idea was formerly pointed out by Brown (2001, p. 165), "A language is a part of a culture, and culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture". Both aspects are inextricably linked.

Thus, while we are learning we can understand different meanings, gain an inside view of the other's culture, and communicate effectively using the target language. However, teachers used to think that teaching culture is a secondary goal since, in different curricula, it is mainly common to find out that teaching culture or intercultural communicative competence in the foreign language classroom is not included in the program.

Hence, the main concern of this research is to provide some helpful strategies to students in order to learn about other cultures and develop intercultural communicative competence since most of them have a good command of the different grammatical structures and vocabulary, but they fail to interact effectively with other people from different cultures.

Students of English seem not at ease when interacting with native speakers since the conversations break down. They fail to understand their cultural aspects, and even cannot recognise the spoken lexis that they know in written forms. With the immense technological developments of the information and communication technologies (ICTs), both teachers and students can have immediate access to the different language inputs they need to learn or to teach the foreign language since mere chalk and talk seem not to foster language skills effectively and efficiently.

One of the main useful teaching and learning aids are authentic audio-visual material that is are thought to be the best material to promote foreign language learners' intercultural communicative competence. This material received a great deal of interestfrom many language researchers can handle multifunctional activities to teach the social way of life, customs, traditions, and taboo of different people of various culturesand match the gap between the inside classroom and the outside world and will enable learners to communicate appropriately with and understand effectively people of different communities.

This study aims at highlighting the need for incorporating authentic audio-visual materials to teach both cultures and develop students' intercultural communicative competence.

1-Literature Review

Students learn the foreign language for many years, but they encounter many problems when communicating with natives in very simple situations. Thisdoes not mean that mastering the different grammatical rules or having a wide range of vocabulary is sufficient to communicate effectively with people from other countries. Learners need to possess specific abilities and an understanding of the other's culture, so that they can interact effectively and recognise the different meanings.

However, in different curricula, syllabus, and even textbooks, the teaching the different components of the intercultural communicative competence is ignored due to the total focus on grammar as expressed by(Byram.1997, Haneda. 2007). Such programs do not offer any authentic language inputs that help learners to understand the different cultural, social life of the people whose language is being learnt.

In recent years, there has been a growing recognition of the need for incorporating intercultural aspects in language teaching and education in general. According to Corbett (2003), "the ultimate goal of an intercultural approach to language education is not so much "native speaker competence" but rather than an "intercultural communicative competence" (p.2). The intercultural competent speaker has the ability to understand both language, behaviour, and culture of the community whose language is learning.

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The same is expressed by Byram, Gribkova, and Starkey (2002) who defines such concept as the the ability to ensure a shared understanding between people of different social identities. Byram (1997) points out that ICC focuses mainly on teaching students "the ability to interact with people from another country and culture in a foreign language" (p.71). The author further believes that an intercultural competent speaker possesses both communicative competence in the target language as well as the ability to build relationships when interacting through getting rid of the encounters they face and striving to continue the communication and adding to particular skills, attitudes of openness, and knowledge about the other culture.

He describes the person who develops ICC as the successful one who possesses the ability to build relationships while speaking the target language, negotiate how to effectively interact so that they achieve mutual understanding, mediate conversations between speakers of different cultural backgrounds, and continuing to acquire the different communicative skills that are not yet recognised. According to Byram (1997),ICC requires certain components that are as follow:

- Intercultural attitudes: as having readiness, empathy, curiosity, and openness to change beliefs the one has about other culture or about his/her own.

- The knowledge: it is that knowledge about how social groups and identities work. That is the knowledge "of social groups and their products and practices in one's own interlocutor's country, and of the general processes of societal and individual interaction" (p.51).

- Skills of interpreting and relating: it is important to realise that misunderstanding can arise at any moment. Thus, learners need to be ready to solve such problems. They need skills of comparing in order toanalyse their own culture and other cultures to be able to see a situation from different perspectives.

- Skills of discovery and interaction: this means the ability to acquire new knowledge from other cultures and integrating it with the knowledge we already have. It is about asking people from different cultures about their values, behaviours and beliefs.

- Critical cultural awareness: it is the ability to evaluate perspectives, practices, and products critically in each ones' culture and other cultures.

The Definition of Authentic Materials:

Authenticity is a term, which creates confusion and ambiguity among researchers. On this base, authentic material is defined differently in literature. Despite different existing definitions, one of the most shared common aspect among all as introduced by Kilickaya (2004, p.1) as « exposure to real usage of the everyday life language » emphasising on dealing with real life communications using the target language. Polio (2014) also supports the same view and claims that although there are several authentic materials' definitions,they are not created for teaching goals.

This was stated in Bacon and Finnemann (1990) in following words: « Authentic materials are texts produced by native speakers for non-pedagogical purpose ». That is to say, such materials are not prepared for the sake of teaching process but written and oral communication. They are designed without pedagogical teaching objectives as stated by Nunan(1989)"any material which has not been specifically for the purpose of language teaching" cited in MacDonald, Badger and White(2000). Additionally, Harmer (1991) describes authentic texts being spoken or written as real texts provided for language speakers rather than tolanguage teaching.

Kilickaya (2004) urges that authentic materials are the « appropriate » and « good » terms in which objectives, students' needs,and focus are natural in terms of real life communications. Further to that, Martinez (2002) emphasises on the « authentic » and « contextualised » definitions. He defines them as real life materials that students face. However, they are produced for real life communications rather than for the teaching sphere. Authentic materials aim to match the gap existing between real life situations and communications with the development of students' skills.

Authentic Audio-Visual Materials

Creating an authentic environment, which is as real as possible in the foreign language classroom, is a challenge for teachers and language researchers. They try to adopt new effective ways and material that have a great potential for creating contextualized learning and promoting meaningful communication. In our competitive world, the technological development spreads quickly overtime and reaches foreign

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language teaching and learning. Almost researchers, scholars and practitioners agree on the necessity of using the advanced and up-to-date teaching authentic audiovisual aids that dominate the foreign language learning process since they provide highly rich sources of authentic language inputs. The incorporation of different audio-visual material as news, films, songs, and cartoons as sources of authentic language inputs have attracted the attention of many researchers (Martinez; 2002, Gilmore; 2007,Gebhard, 1996,Bahrani ; 2014 Bahrani&Tam; 2012.

According to Singh (2005) audiovisual aids are any device which by sight and sound increase the individual' s experience beyond that acquired through read described as audiovisual aids". Jemina (2013) also stresses on the values and the purposes of integrating audiovisual materials within language focusing on its effective impact on making lessons more interesting and increasing learners' curiosity at the same time. Such materials add clarity to the given topics and make learning the foreign language alive.

By adapting audio-visual supports, teachers can hold their students' interest and enable them to use the knowledge and culture they have exposed to so that they can practice different skills specifically the speaking one. Students further can be acquainted with others' different cultural beliefs since these materials have the advantage of presenting how native speakers really express themselves in daily conversations.

Utilizing authentic materials to teach cultural content is advantageous. According to Cakir (2006), both movies and TV entertainment are as valuable sources for providing authentic cultural inputs that present the other people's culture and their way of behaving. Canning-Wilson (2003) stresses on the importance of using visual aids as videos that can provide both local and international cultural topics of learners' interest that motivate them to interact and increase their level of engagement. Such material has a great impact on fostering intercultural communicative competence as they motivate foreign language learners to "predict information, infer ideas, and analyze the world that is brought into the classroom"(p. 3)

Authentic audio-visual aids are grouped differently by many researchers. However, after examining different literature related to the concept of audio-visual materials in

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education or language teaching, we did not find an academic classification of such materials. Thus, we are going to map them in relation to their sensation as follows:

- Audio materials: such as records, tapes, radio and cassettes.
- Visual materials :as real objects, three-dimensional displays, the chalkboard, bulletin board, graphs, charts, maps, cartoons, posters, slides, and films.
- Audio-visual combinations: as, television programs, videotapes and dramatisation.

2. Research Methodology and Design:

2.1. Method:

The principal concern of this study is to highlight the need for integrating authentic audio-visual material to develop students' intercultural communicative competence. In order to collect the data required for this study, the use of a descriptive method is required to analyse opinions and viewpoints held by our subjects being teachers and students to understand the actual situation of teaching/learning intercultural communicative competence.

2.2. Population and Sampling:

Eight (08) teachers and (922) second-year students of English at Batna-2 University form the population of our investigation. Since we cannot work with the whole population of (922) second-year students, we chose a representative sample that enables us to conduct our study. We opted for a sample randomly corresponding 1/5 (184 students) of our population. We use the random sampling technique since each individual in the population has an equal opportunity for selection.

2.3. Data Gathering Tools

A questionnaire was administered to students, valued as the most appropriate to collect opinions about the issue. Enough time was allotted to respondents with respect to privacy and in an attempt to obtain a great amount of different information from different individuals who are away from all sorts of control and pressure. Meanwhile, teachers were interviewed individually and their views were noted down to provide us with more opinions and insights that will help us understand more clearly the problem

and collect information especially from the experienced teachers that strengthen our research credibility.

2. 4.Findings

In order to be very empirical we have devoted the introductory part of the questionnaire to collecting information about students in terms of gender and age. As indicated in table below the sample consists of 184 participants of whom (116) 36.04% are females and (68) 36.95 % are males, which signifies female's overrepresentation at the Department of English at Batna-2 University. In this item, we are also seeking to have an idea about their age, which ranges from 18 to 32 years old. This reflects the great interest to study English among the people of different ages.

Table 1. the Range of Students' Age and gender

Age	18-25	25-30	More than 30	Total	Percentage
Male	51	15	2	68	36.95%
Female	86	26	4	116	63.04%
Total	137	41	6	184	100%

Item 1: Do you know what is meant by authentic audio-visual material?

This item is meant to discover students' perception and opinions of the meaning of authentic audio-visual materials. As table two shows, all the participants claim that they know what authentic audio-visual material is. Most of them support their answers with examples of such materials as videos and audio-tape. We deduced that second-year students are aware and acquainted with such material.

Item 2: Does your teacher use authentic audio-visual materials in teaching other cultures?If yes, what are the common ones he/she uses in English class?

The obtained data revealed that (100%) of the respondents declared that the teachers of oral expression and civilisationrely on different authentic audio-visual materials in teaching and transmitting knowledge about different cultures and reported that their

Table 2 students' authentic audio- teachers use a **perception of visual materials** variety of such

	Frequency	Percentage
Yes	184	100%
No	00	00%
Total	184	100%

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materials like videos, audio-taped, documents, maps, idioms, using the data show and a laptop.

Item 3: Does learning become interesting if the teacher uses authentic audio-visual materials in teaching culture? Why?

All the participants (100%) reported that the class becomes very interesting when the teacher uses such inputs. The majority of them assert that they become more motivated, excited, and involved in the entire lesson, as they are involved in enhancing their speaking skill, accent, and providing a wide range of vocabulary. They claim that learning with authentic audio-visual materials create a healthy and adequate atmosphere to learn and perform better in the classroom. They further add that they can retain more using aids that can hear and see as videos and audio-tape. This reflects the capacity of bridging both students' learning styles with authentic audio-visual materials to fit learners' needs.

Item 4: Do you think that using authentic audio-visual material helps you learn other cultures? If yes, explain how?

All the respondents agreed that using authentic audio-visual material helped them learn effectively and appropriately new cultures. They justify their answers by saying that these materials are original, realistic, and reliable. They claim that authentic aids are the best if not the only materials that can offer real knowledge about other cultures since through the exposure to such material they can know more about the real native's lifestyle. Others believe that such material make other different cultures funny to learn and understand since they catch their attention and focus on knowledge and culture at the same time.

Item 5: Does the authentic audio-visual material used in the classroom convey the cultural identity of the foreign society?

All the participants asserted that authentic audio-visual material used in their classrooms convey the cultural identity of the foreign society.

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Item 6: When you study using authentic audio-visual materials,

This item was intended to explore respondents' intercultural competence. The suggested eight statements provided interesting data about respondents views as shown in table below.

Table 3: Respondents' views on intercultural competence

N = 181		Yes		No	
- You increase your openness and readiness to exclude disbeliefs about other cultures and beliefs about your culture.	169	91.84%	15	08.15%
- You are able to interpret flexibly ideas and events from the other culture, explain them, and relate them to events from your culture	160	86.95%	21	11.41%
- You gain knowledge ofthe other cultures and how social group's identities work.	180	97.82%	02	01.08%
- You are able to evaluate, and criticize perspectives, practices and products of other cultures, and the one of yours.	122	66.30%	30	16.30%
- You acknowledge and respect cultural differences.	155	84.23%	03	01.63%
- You are able to analyze and evaluate situations from one or more cultural perspectives.	145	78.80%	15	08.15%
- You have the curiosity to discover and ask about people's beliefs, values and behaviours of other cultures.	177	96.19%	05	02.71%
- You feel comfortable when you studying about other community where people are acting differently	180	97.82%	01	00.54%

Item 7: What do you think of using authentic audio-visual materials for building and developing intercultural communicative competence?

Through this item, our participants are invited to express their opinions about the use of non-teaching authentic audio-visual materials to develop their intercultural communicative competence (ICC). All of them claimed that authentic material is the best aid if not the only one that can transmit real knowledge. They showed an eagerness to study with such tools as they justified their answers by saying that authentic aids are very motivating real material. They stated that such inputs have great impact on fostering their speaking skill and the way they interact with different people of different cultures since they provide them with real life situations, lifestyle, and expressions they need to communicate outside the classroom.

Item 8: Do you find the need for the English teachers to use authentic audio-visual material in the classroom to teach intercultural communicative competence? If yes, justifyyour answers.

All the respondents reported that they are lucky to learn with such material in oral expression and civilisation courses, and they hope all teachers of other modules will teach them using the same strategies. They stated that culture should be taught using real life situations through videos, pictures, and audios made by natives so that they can have a real exposure to the target language and understand how foreigners express themselves in different situations. They further pointed out that these material are the only way that enables them to interact appropriately using the target language.

2.5. Discussion

The results show that students have positive attitudes towards the use of authentic audio-visual material and value them tremendously in fostering their intercultural communicative competence as they help them better achievement and motivate them in learning. Students believe that being exposed to such material helps them to learn other cultures and enhances their speaking, listening and comprehension skills. They think that this material is the best aid that can convey the real cultural identity of the foreign society. They point out that they increased their readiness and openness to learn, interpret flexibly ideas and events from different cultures, and maximized their cultural awareness and knowledge about others communities thanks to the authentic material.

2.6. Results and Analysis of Teacher's interview

This interview contains ten (10) questions. We tried to seek teachers' opinions about the use of authentic audio-visual aids in teaching different cultures and enhancing students' intercultural communicative competence. We interviewed eight (8) teachers to ascertain whether authentic audio-visual materials could bring any effective changes in enhancing learners' intercultural communicative skills to interact accurately in different contexts.

Q1: How long have you been teaching?

The table below indicates that the majority of teachers' experience in teaching English as a foreign language ranges from five to ten years.

Table 4: Teachers' teaching experience

Teachers' number	Years of Experience

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5	More than 10 years
2	Less than 10 years
1	Less than 5 years

Q2: How do you help your students understand and experience other cultures?

The findings showed that teachers' answers were varied. Three (3) of them claimed that they helped their students understand others' cultures through the use of different techniques as culture bump, comparison, and cultural exchange , while five (5) of them used to expose them to real life situations and provide direct information through the use of videos, maps, documents, and audiotapes. These results showed that teachers vary in their ways of teaching and using teaching techniques.

Q3: Do you use authentic audio-visual materials in your classroom? If yes, what are the common ones?

All the participants as indicated in the table below said that they use authentic audio-visual materials in their classrooms. Some teachers use their own laptop and loudspeakers, a data-show, while others use students' mobiles (mobile assisted language learning) to present videos, pictures and conversations.

Table 5: Teachers' responses to the use of authentic audio-visual materials

Q4: How do you select these materials?

Through this item, we aimed to know the main criteria teachers focus on to select their teaching materials. Most of them reported that they focus mainly on the subject matter and the learners' needs and styles. Three teachers stated that it depends practically on the type of the tasks presented in oral expression classes while five (5) of them claimed that the selected material should be reliable and related

Responses	Yes	No	Total
Number	08	00	08

to the topic and contains real life situations students can meet outside the classroom.

Q5: Do   you | Percentage(%) | 100 | 00 | 100 | **believe that using these material help you equip your students with what they need to manage themselves when communicating with a native speaking community?**

Percentage(%)	100	00	100

All the interviewees confirmed that using such selected material helps learners equip themselves with what they need while communicating with a native speaking community since this material ise perfectly selectedin order to arm students with the necessary knowledge and language needed to use in the real world. They further reported that such material provide learners with the language and the needed expressions they can meet outside in different cultural and contextual situations.

Q6: To what extent does the use of authentic audio-visual material prepare students to interact and behave appropriately when in contact with other people of different culture?

The obtained data reveals that all the teachers believed that the use of authentic audio-visual learners tremendously prepare learners to act in real contexts as it paves the way to the learners to be familiar with different learning situations.

Q7: Does the use of authentic audio-visual cover a variety of suitable cultural topics that fit students' learning styles and needs?

All the respondents stated that such material indeed helps learners and cover a variety of suitable topics that fit their styles and needs as long as teachers select them appropriately.

Q8: Does teaching culture using authentic audio-visual materials jeopardise learners' identity?

All the participants agreed that such material does not threaten learners' identity since their readiness to learn a new culture helps them to overcome such type of problems. They claim that this authentic material with a great impact on both teaching and

learning processes are the most suitable ones to expose learners to new cultures different from their own.

Q9: Do you face difficulties in teaching using these materials? If yes, how do you deal with it?

 All the interviewees pointed out that they usually face difficulties in selecting the material since they contain difficult, too complex, and unfamiliar language that learners can possibly understand and cope with. They stated that native speakers speak too fast and delete letters which cause difficulties for both teachers and students to understand. However, all teachers reported that this material is the real and the best source for language inputs.

Inspite ofall these difficulties in using authentic material in teaching other cultures, teachers pinpointed its huge advantages which overweigh its short comings. Teachers further stated that they try to eliminate all the factors that can cause problems for students through explaining beforehand all the new lexis clarify meanings of new concepts and select the easiest material that can be understood.

Q10: Would you recommend the use of authentic audio-visual material for building students' intercultural communicative competence (ICC)? Justify?

  The results showed that all the teachers highly recommended authentic audio-visual material for developing students' intercultural communicative competence (ICC) because it is considered a fundamental tool to motivate students to learn and interact appropriately using the target language.

2.6. Discussion of findings

   The findingsof this study revealed that teachers have positive attitudes towards the use of authentic material in teaching other cultures and building intercultural communicative competence since learners need innovative and easy effective communication tools that give them the ability to discuss different themes. Teachers believed that such material bring variety to lessons, increase students' motivation since they learn what they experience and get through their daily life. Such material is highly recommended for building intercultural communicative competence as they help

learners to visualise the cultural topics presented and to provide them with a realistic linguistic and cultural environment of the foreign country.

Teachers asserted that using authentic audio-visual material is a challenge for old traditional teaching methods and cultural textbooks –deficit. Thus, this study draws the great importance of incorporating culture into foreign language teaching as scaffolding element in developing language communication and acquisition through the use of authentic audio-visual materials.

3. Recommendations

Based on the above discussion, some focal recommendations are highly requiredin order to raise both students and teachers' awareness about the effectiveness of incorporating of authentic audio-visual material to develop intercultural communicative competence (ICC). Firstly, teachers should always start with a needs assessment through identifying students' learning styles, needs and goals. They have to think of some diagnostic tests at the beginning of the academic year to have an idea about their learners' styles, levels and prepare some questions at the end of each session to gauge their understanding and grasping.

- Teachers should be trained by experts to use and exploit the new technologies.
- Rising both teachers and students awareness about the great impact of integrating different authentic audio-visual material teaching intercultural communicative competence.
- Rising teachers' awareness about the necessity of intercultural communicative competence.
- Integrating a specific module to teach intercultural communicative competence.
- The need for adaptation of the latest means of communication by teachers to facilitate not only culture teaching but also language acquisition as a whole.

Conclusion

In the light of these findings, we can conclude that students as well as teachers had positive attitudes towards the use of authentic audio-visual material in teaching and enhancing students' intercultural communicative competence. It is an urgent need of utilising such material as language inputs which help learners to become more aware of

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different conversational behaviour in common situations in the target culture and learn how people encode messages and meanings so that they can interact effectively in the target language with other people of other cultures.

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